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ABSTRACT

A survey of 40 reporting academic libraries in Indiana developed this directory of library user instruction programs which provides an index profile of library resources and types of programs within the state. Entries are alphabetical in outline form and provide a library contact person, capsule information about the library instruction program, and lists of topics for which print and audiovisual materials are available. Libraries that issue lists of their instructional materials are indicated and published information about instructional programs is included if the library supplied the information. The index presents resources by broad subject and format. The directory includes the survey report and questionnaire. (RAA)

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A Directory of Library Instruction Programs in Indiana Academic Libraries

Compiled by
Jane Skinner
and
Judith Violette

Sponsored by
College and University Division
Indiana Library Association

1980

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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INTRODUCTION

In the spring of 1978 we sent academic librarians a long questionnaire asking for details on how they were teaching their library patrons to use the library's resources. We presented the results of our survey at the Indiana Library Association College and University Division Annual Conference in the Spring of 1979. At that time, the division agreed to underwrite a directory of program information. We then proceeded to profile each library that had submitted information. These profiles were sent out for corrections and revisions in January, 1980. Libraries that had not responded to the survey were encouraged to contribute current information for the directory.

In the short time between our original survey and our follow-up, several libraries had expanded their existing programs. More importantly, several new libraries had ventured into library instruction. Even some libraries not included in this directory indicated they were just getting started and didn't have anything to contribute yet. Library user education is definitely alive and flourishing in Indiana! In all, forty institutions are represented in this directory.

The directory is arranged in alphabetical order. Each entry is in outline form and provides the name of a person to contact for further information, capsule information about the library instruction program as a whole and lists of topics for which print or audio-visual materials are available. Libraries that issue lists of their instructional materials are indicated. Published information about a library's user instruction program is also included if the library supplied the information. An index forms the last section of this directory. Even a cursory glance at it indicates that there is a wealth of instructional materials available within the confines of our own state.

We hope this directory will help keep some librarians from unnecessarily duplicating the efforts of others. And even more, we hope it will achieve our primary goal - to promote communication and sharing among librarians charged with developing library user education programs in Indiana.

We sincerely thank the College and University Division of the Indiana Library Association for its support.

The Committee on Library User Education

At the 1979 Annual Conference of the College and University Division, the division established a Committee on Library User Education charged with promoting communication among librarians in Indiana interested in library user instruction. This directory is the first project to be sponsored by that committee. The committee plans to update it on a regular basis.

The Committee on Library User Education has also established a Clearinghouse on Library User Education (CLUE) at Indiana University's School of Library and Information Science Library. Forming the core of this clearinghouse collection are the materials which were included with the responses to the library instruction questionnaire both in 1978 and 1980. Please note that not all materials listed in this directory are available through the Clearinghouse. The Committee is especially grateful for the help and willingness on the part of Eva Kiewitt, who is the librarian overseeing the new CLUE collection.

The Committee welcomes your ideas on promoting information about library user instruction. Members of the committee are

Jane Skinner and Judith Violette
(co-chairmen, IU-Purdue at Fort Wayne)

Rick Sayre (Indiana University)

Dale Fleeger (Anderson College)

Marilyn Christianson (Indiana State University)

CLUE

The Clearinghouse for Library User Education

Sponsored by the Indiana Library Association
College and University Division
Committee on Library User Education

1. The Clearinghouse is located at
   Indiana University
   School of Library and Information Science Library
   Library L002
   Bloomington, Indiana 47401
   (317) 337-5968

   The SLIS Library has agreed to
   a) maintain a file of materials submitted
   b) answer requests for materials
   c) prepare, as time allows, lists of types of materials available
   d) keep records detailing the number of requests, the number of materials loaned, the costs involved

2. Except as noted, materials are not generally copyrighted and may be copied for reference. The Committee on Library User Education urges borrowers to give credit for ideas that are adopted.

3. Materials in the Clearinghouse are filed according to the name of the institution and the index to the directory will initially be used as a general guide to the materials available. Please note that not all materials listed in the directory are available at the Clearinghouse.

4. The Clearinghouse collection consists of print materials only, including transparency masters and scripts to media productions.

5. Materials placed on deposit are available for two weeks to academic libraries in Indiana. Please return borrowed materials promptly.

6. The Clearinghouse encourages donations. Send any <u>new</u> materials for the Clearinghouse to
   Judith Violette
   Clearinghouse for Library User Education
   Library
   Indiana University - Purdue University
   at Fort Wayne
   2101 East Coliseum Blvd
   Fort Wayne, Indiana 46805

GETTING STARTED

by

Marilyn Christianson

Today I am supposed to talk about getting started, but typically an academic library already has some sort of program, however minuscule.

Most of us backed into the future. We started by showing new students around or by giving lectures here and there for desperate professors. Perhaps your institution, like mine, had at one time a separate, mandatory library course, cursed in the memories of most who passed through it.

Bibliographic instruction therefore is not new. But it is currently fashionable, and one may use this vogue to establish a worthwhile program which at another time might not find favor in the eyes of the relevant powers and of the relevant personnel. How does one start such a program?

A panel of the Third Annual Library Orientation and Instruction Exchange Conference suggested this procedure: "...start an orientation and instruction program with an idea and drum up support for it. Then comes a plan of action..."[1]

Start with an idea. Drum up support for it. Then comes a plan of action.

This is lovely in theory. I hope it works for you. It very well may work within the confines of an enthusiastic library, or within a very small school, whose appropriate faculty members are on intimate terms with and have confidence in its librarians.

However, a different order of action may be necessary.

When a soap manufacturer has an idea for a new soap, it will do research, conduct surveys, and so forth. The company's aim is to come up with a product people will buy. The company is fully aware that people do not buy surveys, they buy soap. It has to manufacture a specific product and market it. People will examine the soap in the store: Is it a nice color? Will it float? Does it promise not to leave a scum? And what's the price?

You also should do your research, conduct surveys, and talk up your ideas. But do not be surprised if people want to know the color, the expected residue, and the price before they buy. That is, you may have more success drumming up support for a plan of action--even a tentative plan of action--than for an idea.

And in an institution of any size, whose faculty and administration are constantly changing, expect to have to drum continuously, now sounding your kettle drum, now your snare, another time your bongos, to keep public interest and support.

Patricia Brivik, in her book, Open Admissions and the Academic Library, proposes one detailed plan of action:[2]

1. Identify groups to be served
2. Define instructional needs
3. Develop a learning matrix
4. Set instructional priorities

5. Determine administrative constraints
6. Set behavioral objectives
7. Determine contents and choose teaching methods
8. Evaluate

I group these eight steps into four sections. The first section includes Steps 1 through 3: "Identify groups to be served," "Define instructional needs," and Develop a learning matrix."

When I first arrived at Indiana State, I made up a little chart. In a column on the left side of the page I wrote down target instruction groups. In a row across the top of the page I listed target skills. Then in the resultant matrix, I made check marks where a skill met its target learner. These skills were couched in extremely broad terms. Both orientation and instruction were included. I could point to this chart when talking with faculty members and say, "This is where you fit in."

A matrix is not of course necessary, but some form of visual display is. It should be simple enough and general enough that anyone looking at it can grasp the relationships quickly.

This is not only good for others, it is good for you. You can see what you are trying to do. Furthermore, from time to time, when you are feeling overwhelmed by the monumental task you have set yourself, go back to your simple chart to regain your bearings, your sense of direction.

In these three steps you have targeted "who" and "what," and have put them together.

The next section consists of Brivik's Steps 4 and 5: "Set instructional priorities," and "Determine administrative constraints." Here is where your ideas interface with reality.

You can't run in every direction at once.

This is where you decide what specific parts of your long range plans receive attention first. Normally one might say, "Begin at the beginning, of course." In reality a particular conjunction of events may give you a convenient "in" at another point. For example, if you are struggling to establish a basic skills program, but your school of technology wants to work bibliographic instruction into its new senior research seminar, seize the opportunity. It may not come again.

To keep yourself on track, regularly refer to your matrix or chart. Compare it to your priorities to make sure you are in general moving in the direction you intended.

The second reality is administrative constraint. An example of an administrative constraint is MONEY. If a specific project calls for $5,000 in AV equipment, and all you can come up with is 40 bucks, you have to rethink. You can either come up with an alternative plan, using the lesser amount, or you can scrap the project altogether. A bad program may very well be worse than none, if, for the money, you have a project that only bores or intimidates students.

A greater danger pertains. Your administration, being able to point to your poor program in its annual report, may be lulled into a false sense of actually obtaining an objective which it does not, in fact, reach. Therefore, it might not exercise itself to come up with more support.

Steps 6 and 7 have to do with setting up actual instruction. Step 6 is: "Set behavioral objectives," and Step 7 is: "Determine contents and choose teaching methods." Since others today are treating these topics, I shall not discuss them at length. However, I cannot resist making a few observations.

Recently a university I once attended set up an individual point-of-use AV program to teach people how to use the Reader's Guide. Signs all around the library directed students to this tool. The library triumphantly reported the project a success on the grounds that the number of reference questions dropped dramatically.

I take issue with that evaluation. I was a student at that school. I wrote papers about aspects of music history.

What if I had walked into that library, had seen those signs, and had used the Reader's Guide. I, like everyone else, wish to avoid looking ignorant, so, given the choice between an equally convenient reference desk and a machine, I might have chosen the machine.

I would not have learned about the Music Index or RILM. Sometimes my needs could have been met by Grove's Dictionary of Music and Musicians, or by Die Musik in Geschichte und Gegenwart, both of which that library owns. I would not have been sent to these.

And why not? Because the library taught me, however unintentionally, a certain lesson. And that lesson? NOT TO ASK. The behavioral objective implied in that program, is that the researcher, however inexpert, works without recourse to professional help.

Do we think we have so little to offer? All evidence indicates a person at such a beginning level does not know which index to use, or indeed, if some other type tool is more appropriate.

To me, the most important behavioral objective is that the student ask for help. Write this into your objectives, and be sure your teaching method does not give lie to this goal.

What other profession tries to tell people that it is not important? A physician will suggest you take care of your body, but he or she will never suggest that you prescribe for yourself. Indeed, you are urged to see your physician regularly.

Libraries are complicated. It is a disservice to our patrons and to ourselves to pretend otherwise. Yet time and time again the method of teaching library skills seems to say: "Librarians are unimportant."

My contention is a measure of a successful instruction program is NOT that reference statistics go down, but rather that they rise.

Finally, one ought to include Step 8, "Evaluation." Again, it is not my purpose today to treat this difficult topic; nevertheless, in getting started, one should accept the necessity for this. That it is fraught with dander is evidenced by my criticism of the basis of evaluation of that particular Reader's Guide point-of-use instruction.

Still, one must try. It is almost impossible for a sizeable program to evaluate everything all the time. So plan to measure special projects or samples. At ISU, I teach several professors' classes the same lesson. One of the professors tabulates the results of his test on the material, and brings me the results. We then see what didn't work, and try something new. For heaven's sake, be sure to have a valid measure of a valid objective. Lowering reference statistics does not prove that students use the Reader's Guide in the right manner and for the right purpose.

I have discussed one procedure for getting the show on the road. Certainly other valid models exist. The important thing is to have a good plan of action, broken down into small enough steps that one can feel somewhat in control, not overwhelmed. You may have to come up with a tentative plan and then have to make changes. At least you have something concrete to discuss with your faculty. Be able to place the various parts of your program in logical relationship to each other. Be able to say who needs to learn what, when.

Above all, do get started. Our students today don't have the bibliographic skill necessary to use our libraries. It is up to us to change that.

[1]Conference on Library Orientation, 3d, Eastern Michigan University, 1973, Planning and Developing A Library Orientation Program (Ann Arbor, Mich.: Pierian Press, 1975), p. 10.

[2]Patricia Senn Breivik, Open Admissions and the Academic Library (Chicago: American Library Association, 1977), pp. 75-77.

LIBRARY INSTRUCTION IN INDIANA ACADEMIC LIBRARIES

REPORT TO THE COLLEGE

AND UNIVERSITY DIVISION

May 11, 1979

by

Judith Violette

and

Jane Skinner

Library instruction is a term often heard among academic librarians these days. As collections grow in size, in format and in sophistication, librarians are increasingly aware of their responsibilities for teaching their clientele, particularly students, how to use the library's resources, and furthermore, how to use them effectively.

While librarians generally are encouraged to educate library users, few libraries are blessed with extra librarians, extra support staff or extra money or even fewer "other" responsibilities in order to carefully plan and execute a program. How to begin is an acute problem; how to continue and grow is equally crucial. It is a typical catch-22 situation--you can't begin without assistance and you can't get assistance until you've begun. Because of these problems, we felt that librarians would be eager to consult with other librarians on the subject of library instruction, to share instructional methods and materials, promotional ideas, and hints on involving faculty, administrators and staff. It is to promote and facilitate this sharing that is the primary reason we undertook a survey of library instruction programs in academic libraries in Indiana.

With the encouragement and financial blessing of the College and University Division of the Indiana Library Association, our survey was undertaken during the summer of 1978. While it may have seemed to many that we wanted to know "everything," we did have specific goals. We wished to discover:

1. the <u>extent of the commitment</u> to library instruction in Indiana.

   How many libraries have programs or anything they can term library instruction? What do they cover? To whom are they directed?

2. the <u>directions</u> library instruction programs are taking.

   What has been dropped? What is planned for the future?

3. the <u>methods</u> of instruction in vogue.

   Are librarians using tours? course-related lectures? workbooks? formal courses? a combination of methods? Why are they using the method they are? Are there any ventures into computer-assisted instruction?

4. the materials, both print and audio-visual, being used.

   Are copies of these available to other libraries in the state either thru loan or purchase?

5. the published information about programs.

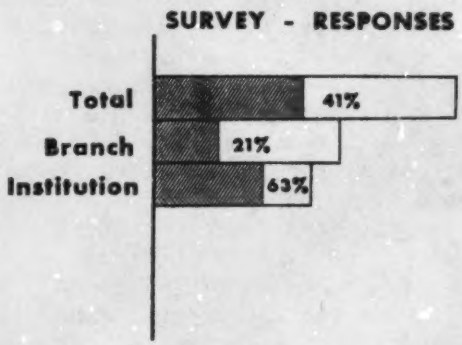
6. the evaluation methods.

   Are programs evaluated? Who evaluates them? Can the methods be shared?

7. the relationships between the size and type of library and the methods or materials used for library instruction.

   Is there a correlation between the size of the library and the type of program offered? Are there any correlations between methods used and the size of the library?

8. how the library instruction fits into the total library program. How have priorities changed to make room for the program? How has the library coped with new demands for audio-visual or print materials, for staff or for other money-related items? How has scheduling changed? How has the physical make-up of the library changed?



Questionnaires were sent to 60 academic institutions in Indiana, including the 15 vocational-technical colleges. In an effort to learn about the variety of programs that may be available in one institution, questionnaires were also sent to all branch libraries listed in the American Library Directory. Our response was very positive. Of the questionnaries sent to academic institutions in the state, 38 were returned, giving us a return rate of 63%. The lowest return rate came from the branch libraries. Only 15 of 70 questionnaires were returned from this group, giving us a return rate of 21%. The questionnaires were tabulated and in many cases there were follow-up telephone calls.

Initially, some general conclusions can be drawn. First, interest in library instruction is nearly universal in Indiana academic libraries. (fifty out of fifty-three libraries report some form of library instruction.) Some libraries have developed very sophisticated programs; some have barely begun to think about educating their users. Between those extremes exist many levels and types of programs.

The library instruction survey was divided into several parts: general institutional information, administrative aspects of the library instruction program, orientation, instruction, evaluation, and finally program information for the Indiana Library Association.

I Administration

Under the topic administration, we asked who is in charge of the program, how many librarians participate and what contributions are made by other staff members. In addition we asked how library priorities have changed, how faculty are involved and how the program is promoted.

Library instruction programs in Indiana, with only a few exceptions, are administered by a librarian who also has other duties. Of those responding to the question of whether one librarian is in charge, 21 said yes, and 12, no. Sixteen libraries reported that the reference or public services librarian is responsible. Two libraries, Ball State and Indiana State, have special "orientation" librarians. And Indiana University-Bloomington is working towards this arrangement.

Administration of Program

SEPARATE DEPT OR UNIT?

yes 2
Ball State
Indiana State

no 35
Is librarian in charge?
yes 21
16 reference librarian

no 12

Although all but 3 libraries reported some form of library instruction, only 8 reported that there are written job descriptions for librarians involved in instruction and only 12 libraries indicated specifically how priorities have been effected. Almost all indicated, either here or elsewhere in the questionnaire, that priorities in fact had not changed and that library instruction is an add-on job (labor of love, if you will). Included among the ways libraries have changed as a result of instruction are:

1) more use of students and non-professional staff answering questions

2) decrease in the amount or depth of reference desk coverage

3) decrease in the number of displays prepared

4) increase in the preparation and printing of materials

5) addition of professional staff

6) more aggressive reference service

Since cooperation with and by faculty is usually germane to the success of an instructional program, we were pleased to see the many and varied means Indiana librarians involve the faculty in planning and teaching about the library. Thirteen libraries report that they involve faculty in the planning of the instruction; and seven report that faculty actually participate in or share instruction.

Various means are used to promote the library instruction to faculty and others. Most libraries (82% or 36 out of the 44 who answered) use more than one means. Topping the list is personal contact with faculty (41 responses),

followed by faculty meetings (27 responses) and letters to faculty (19 responses). Posters, campus newsletters, and library publications are also popular means of publicizing library instruction. Among other promotional methods: St. Meinrad's reports use of an introductory TV presentation; IU-Bloomington uses spot radio announcements; IUPU-FW and Huntington College use regular newsletters; Purdue-Lafayette uses bookmarks.

Promotional Methods Used

FACULTY MEETINGS	27
CAMPUS NEWSPAPERS	10
PERSONAL CONTACT	41
LETTERS TO FACULTY	19
LIBRARY PUBLICATIONS	13
POSTERS	16
OTHER:	24
Handouts	
Displays	
TV Presentation	
Newsletter	
Slide/Tape	
Radio Announcements	

To help keep costs down or possibly to utilize all available resources, support staff and students are often called upon to help with some aspects of library instruction. Not surprisingly the greatest use of support is for clerical tasks (31 libraries reported positively here); some support staff help conduct tours (9 libraries), some tutors and some help at the reference desk or help prepare instructional materials. DePauw and Earlham both report that student assistants prepare bibliographies and answer reference questions. Wabash College uses upper division students as reference assistants and tutors.[1]

How do non-professionals support the program?

CLERICAL TASKS	31
CONDUCT TOURS	9
TUTOR STUDENTS	5
OTHER:	7
prepare instructional materials	
assist at reference desk	
prepare bibliographies	
NO SUPPORT STAFF	2

II Orientation

Orientation, which we defined as familiarizing patrons with the library's physical facilities and services, is the most pervasive form of library instruction. Freshmen and/or "new students" are the most common targets for orientation (indoctrination?).

Twenty-six libraries also reported some form of orientation for new faculty; another thirteen reported orientation for staff members. Some other orientation targets mentioned are high school students and parents (IU-Bloomington) and the students in the women's external degree program (St. Mary's of the Woods).

Methods of orientation vary but tours are far and away the most popular. Most libraries offer conducted tours but printed self-guided tours and slide or slide/tape tours are gaining acceptance. Four libraries (IU-South Bend, I.V. Tech-Terre Haute, Valparaiso, Vincennes) currently use cassettes and three more are planning to use them in the future. Seven libraries had dropped guided tours because they considered them ineffective, impractical, of limited value or interest, or not useful for fostering a positive experience. Slide/tape orientations were criticized for becoming dated too quickly.

Orientation provided for -

FRESHMAN	25
SOPHOMORE	11
JUNIORS	9
SENIORS	10
ANY NEW STUDENTS	29
FACULTY	26
STAFF	13
OTHER:	13
new graduate students	
classes brought in by faculty	
high school students	
parent groups	
students with academic problems	
women's external degree program	
other librarians	
anyone	

Other methods frequently used to orient new patrons to the library's facilities or services are signs or floor guides (26 responses) or brochures which are either mailed to new students, made available in the library or, as is the case with IU-PU, Fort Wayne, mailed and handed out in the library.

Orientation Methods

	Currently used	Planned for Future
Tours:		
Conducted	38	-
Printed Self-guide	9	4
Slide/tape	11	6
cassette tape only	4	3
slides only	2	1
Videotape	1	-
Handbooks	25	7
Brochures	26	3
Library maps or directions	26	2
Signs, floor guides	33	1
Informal group discussions	9	3

Is orientation required of students? Fifteen libraries said yes; nineteen said no. Usually if the orientation is required, it is required by a faculty member as part of a course but not by the institution as a graduation requirement.

In sum, no two libraries in the state view library orientation in exactly the same way. Most libraries do use a combination of methods or as one librarian commented"...all forms of personal contact have been most productive in stimulating interest in and utilization of library resources."

III Library Instruction

Library instruction which we defined as teaching patrons how to use the library's resources (as opposed to orientation, introducing patrons to services and facilities) is also viewed differently by almost every library. This is only correct since any program should be designed for the particular institution or library. The number of staff members, the size of the institution, the existing programs, the attitude of the faculty or librarians, the budget, the facilities, the curriculum, the need for instruction--all of these are factors which should be considered in setting up an instructional program.

Among our interests in conducting the survey was to determine what objectives other libraries have for their library instruction program. We discovered too late that the term "objective" has widely diverse interpretations. Some objectives were stated as behavioral objectives (written in terms of the behavior expected from students as a result of the instruction). Some objectives stated what the library or librarian intended to do.

Of the 38 institutions represented by the survey, 21 supplied some or all of their program objectives. While many did not specifically cite the ARCL model statement of objectives for bibliographic instruction,[2] most libraries cited objectives which are espoused in that document. In abbreviated form these are 1) recognition of the library as a primary source of recorded information 2) recognition of the library staff, particularly the reference staff, as a source of information 3) familiarity with the library resources available and 4) effective use of the available resources. Although it is difficult to assess, developing a positive attitude or making students feel comfortable in the library is included among some goal statements (Ball State, IUPU-FW). It was obvious that several libraries had carefully defined objectives that were unique for their situation and realistic in terms of their possible attainment. For instance, Concordia Theological Seminary noted: "We would like to impart skills that can be carried over and used after the student graduates. These would include search methodology, guidelines to aid in building a good personal library, a method for organizing one's personal library and files, guidelines for developing a church library..."

A few of the library or librarian-related program objectives were 1) to develop a self-instructional collection of print material that people will be able to use; 2) to provide bibliographic instruction to every level and in every discipline; 3) to develop a more formal library instruction course; 4) to establish an independent teaching unit and 5) to computerize the instruction.

We had assumed that smaller institutions in the state would probably offer more integrated instruction whereas larger libraries would probably offer more formal instruction. Size of the institution however, has little to do with the approach used for library instruction. Formal courses are offered by (or being developed by) Indiana University-Bloomington and by the Bible College in Fort Wayne, by Indiana State University at Evansville, IU-PU- Fort Wayne, Manchester College, St. Mary's of the Woods, Taylor University, Notre Dame Law School Library, Ball State Science Library, IU-School of Music Library and IU-Chemistry Library. Quite obviously formal courses <u>are</u> more popular in the more specialized "branch" libraries.

Several libraries offer course-related lectures on demand. Thirty libraries have library curriculum units aimed at freshman students. These are offered primarily through English courses or other humanities courses.

Most libraries offer more than one type of instruction. This is especially true at the larger institutions in the state where the student body can be categorized and special sub-groups can be identified. For instance, the state's largest university, Indiana University-Bloomington, offers "reference raps", and self-instruction, and course-related lectures. A term paper clinic is offered during the semester. Several of the branch libraries offer advanced bibliographic courses for majors or graduate students.

Instruction Methods

FORMAL COURSE	
General:	
for credit	5
non-credit	2
Specific subject:	4
history	
art history	
chemical documentation	
music bibliography	
INDEPENDENT INSTRUCTION:	
Workbook	2
Library exercises	8
Slide/tape	2
COURSE RELATED	29
COURSE INTEGRATED	12
TERM PAPER CLINIC	9
POINT-OF-USE	28
APPT. WITH LIBRARIAN	15

Which is the most effective? Tom Kirk of Earlham's Science Library seems to summarize the responses of many: "Any sequence of methods that provides information, practice in use and feedback to the students (is most effective)."

It appears that some "target" groups are still being overlooked by Indiana libraries. We heard of no special library instruction program for foreign students or for the handicapped, or for older returning students.

Several libraries provide term paper clinics of various sorts. Purdue's "term paper clinic" is actually very personalized reference service. Students requesting the clinic receive an individualized pathfinder for the topic they are researching. The undergraduate library at IU-Bloomington offers a term paper clinic the fourth or fifth week of the semester. The reference librarians discuss search strategy and basic library sources; members of the English Dept. review the mechanics of writing a paper; an optional tour forms the third part of the workshop. IU-PU, Fort Wayne has discontinued its term paper clinic which consisted of a series of mini-lectures prepared by librarians and members of the English Department. Instead, Purdue's information by appointment approach has been adopted.

In the same way that there are a variety of <u>methods</u> for teaching about the library, so are there a variety of teaching materials preferred by various libraries.

Almost every library has something for its students about the card catalog. We suspect there is a certain amount of duplication of effort, but there are bound to be idiosyncracies in every library's card catalog, and librarians seem to feel duty-bound to point these out. Seventeen librarians have developed exercises or class assignments using the card catalog and indexes.

Each library is unique and each librarian has his or her own prejudices for effective teaching materials. While no concrete conclusions can be drawn relative to the "best" or the "worst" materials, we will pass along some of the comments in the hopes they will prove enlightening:

1) IUPUI prefers a "live teaching librarian" to slide/tape or other AV Materials.

2) Among the libraries noting the relationship between student motivation and effectiveness of the materials, St. Joseph's stated that materials are ineffective if they provide information before the need is felt.

3) DePauw indicated that certain materials may be ineffective because of their quality than their nature.

4) Concordia Theological Seminary notes that films or filmstrips tend to be too general.

5) Several schools pointed out the need to update materials continually.

6) Earlham, in their well-known and well-established program uses assignment-related bibliographies and transparencies. Indeed, several libraries mentioned assignment-related bibliographies as being the most effective teaching aid.

7) Slides and transparencies are tied for the position of most popular audio-visual aid. Some of the reasons given are ease of preparation and flexibility not only in the types of materials that can be shown but also in the sequence in which they can be shown.

Preparation of materials is most often the job of the librarian alone (29 responses) or the librarian in cooperation with non-library faculty (17 responses). The materials are generally avialable to other libraries eith free, for loan or for purchase.

IV Evaluation of Library Instruction

Evaluation of library instruction--determining how effective the instruction has been and whether the goals have been attained--is often an elusive task, generally time-consuming and difficult to accomplish. At the national level the area of library instruction evaluation has caused a great deal of concern. It is fairly easy to judge the acquisition of skills. But how does a library determine whether a student's attitude toward the library has changed? And how does a library assess a student's process for gathering information?

Of the 43 libraries responding to our question, nearly 80% reported that they have no established procedures to determine if the clientele needs library instruction, to identify those that do and to define their specific needs. Of those who do have established procedures, most use a pretest or a survey. The others use a variety of informal methods not described.

About one-fourth of the responding libraries attempt to evaluate either their instructional program in general, aspects of the program (such as methods or materials) or end products (bibliographies). Some evaluation techniques cited are post tests, course evaluations, or the grading of exercises or bibliographies.

V Future Directions and Conclusions

No definite pattern emerges from the list of "future plans" indicated by the various libraries in the survey. Most libraries plan to continue, expand and "refine" their present programs. Two libraries are developing formal courses. Two are planning individualized instruction. Six libraries plan to initiate instruction for specific courses. Six libraries plan to work on their faculty relations.

Many libraries have problems to overcome. Since library instruction is an add-on job in most cases, this is certainly not surprising. Faculty, staff or administrative resistance were cited most frequently as the most serious problems. This points out the importance of good communications and inter-personal relations in developing an instructional program. Good programs are not created in a vacuum. Lack of time or lack of funds were also cited frequently. One library with an extablished program indicated that maintaining quality and avoiding duplication were problems.

It is difficult to draw any hard and fast conclusions from this survey. The most obvious is that, yes, there is an interest and a commitment to library instruction in Indiana's academic libraries. Furthermore, there does seem to be a pattern in its development in individual libraries. Although we did not query libraries on the origins of their programs, various responses indicate that library instruction programs tend to start with "guided tours" usually for orientation purposes. When these are deemed inadequate for one reason or another (either lack of student motivation, lack of relevance, or too much material to cover or lack of feedback), librarians tend to change their approaches. Library instruction changes from a passive activity to an active, aggresive activity. It becomes a priority. When this happens, librarians tend to add structure to it. They establish goals, then target audiences or courses, work more closely with faculty and truly become involved in the instruction. This seems to be facilitated in smaller universities and colleges or in branch libraries where it's easier for librarians to meet and know faculty on a more informal basis.

We hope that this state-of-the art survey of library instruction programs in Indiana academic libraries will open the lines of communication among librarians interested in providing the best possible instruction for their students. We would like to propose the continuation of this open communication through:

1) the establishment of a standing committee on Orientation and Bibliographic Instruction with the ILA College and University Division,

2) the establishment of a clearinghouse for instructional materials in Indiana,

3) the establishment of a regular "news" column in FOCUS, the Newsletter of the Indiana Library Association, and

4) the compilation of a directory of library instruction programs in Indiana. Our survey indicated an overwhelming support for such a directory.

We wish to thank especially Larry Hardesty, Head of the Reference Department at DePauw University for his suggestions and general support and Allan Reichert, assistant professor of economics, IUPU-FW, for his advice in setting up the questionnaire, and most of all we would like to thank the many librarians who completed and returned the questionnaire to us.

LIBRARY INSTRUCTION IN INDIANA ACADEMIC LIBRARIES
A SURVEY

INDIANA LIBRARY ASSOCIATION
COLLEGE AND UNIVERSITY DIVISION

JUNE, 1978

The following survey,* sponsored by the ILA College and University Division is intended to collect data on library instruction programs in Indiana. The information you supply will be shared with other libraries in the state interested in library instruction; your time and effort in completing the questionnaire will be greatly appreciated. Results of this survey will be published in FOCUS ON INDIANA LIBRARIES, newsletter of the Indiana Library Association.

Answer most questions with a checkmark (✓) by the appropriate answer. In some cases it may be possible to check more than one option.

Date:

1. Your name _____
2. and title _____
3. and telephone _____

I Profile of Institution

4. Name of Library _____
   Institution _____
   address _____
   _____

5. Library serves
   1( ) 2 year college program only
   2( ) 4 year college or undergraduates only
   3( ) 4 year and masters degrees
   4( ) university with doctoral programs
   5( ) special area

6. Institution is 1( ) publicly supported 2( ) privately supported

7. Enrollment _____ FTE _____

8. Percent of students who commute
   1( ) 0-25% 2( ) 26-50% 3( ) 51-75% 4( ) 76-100%

*This survey form is based on those of Project LOEX at Eastern Michigan University, of the Pennsylvania Library Association College and Research Division and of the Southeastern Library Association Survey of Library Orientation and Bibliographic Instruction Programs in Southeastern Academic Libraries.

II ADMINISTRATION OF THE PROGRAM

Program defined: refers to all the activities related to orienting and teaching students how to use the library.

9. Is your library instruction program administered by a separate department or unit of the library? 1( ) no 2( ) yes

10a. If yes, what is the unit called?_____

b. If no, how is the responsibility for the program allocated?

_____

_____

11. Briefly describe how library priorities have changed as a result of your library instruction program. Consider staff utilization, budget allocations, and most importantly, services.

12. Is one librarian in charge of the library instruction program?
1( ) no 2( ) yes

13. If yes, what is the title of the librarian in charge?

_____

14. How much time does this position devote to library instruction?
1( ) full time 2( ) half time or more 3( ) less than half time

15. Number of librarians involved in the program (specify number in Parenthesis)
1( ) full time
2( ) half time but less than full time
3( ) less than half time

16. Are there written job descriptions for librarians involved in instruction? 1( ) no 2( ) yes (Please enclose samples if available.)

17. In what ways do non-professionals support the program?
1( ) perform clerical tasks 2( ) conduct tours 3( ) tutor students
4( ) other: specify _____

_____

18. Faculty involvement: Please describe briefly how you involve the faculty in your library instruction program. _____

_____

_____

_____

_____

19. Promotional methods used

1( ) faculty meetings
2( ) campus newspapers
3( ) personal contact with faculty and students
4( ) letters to faculty
5( ) library publications
6( ) posters and/or notices on bulletin boards
7( ) other (please specify):

III Orientation

Defined: orientation refers to familiarizing patrons with the library's physical facilities and services. We would like to know who is oriented to the library and how.

20. Orientation provided for

1( ) freshmen
2( ) sophomores
3( ) juniors
4( ) seniors
5( ) any new students
6( ) faculty
7( ) staff members
8( ) other: specify _____

_____

METHODS USED FOR ORIENTATION

place a checkmark (✓) in the appropriate columns:

	Currently used	Formerly used	Future planning
21. Tours			
conducted	1	2	3
printed self-guided	4	5	6
cassette self-guided	7	8	9
slide/tape	10	11	12
other: specify_____			
_____			
22. Library Handbooks for students and/or faculty	1	2	3
23. Brochures			
mailed to students	1	2	3
available in library	1	2	3
24. Library maps or directories	1	2	3
25. Signs, floor guides	1	2	3
26. Informal group discussions such as faculty coffees	1	2	3
27. other: specify_____	1	2	3
_____			

28. Are any of these orientation methods required of students? 1( ) no
2( ) yes: specify _____

_____

29. If you have discontinued using any orientation method, please explain why: _____

_____

30. Comments on library orientation (If you use several methods of orientation please explain how they may be interrelated and which you consider most effective.) _____

_____

_____

_____

IV Library Instruction

Defined: refers to teaching patrons how to use the library's resources. Among our objectives in this survey is to determine trends and to determine ideas that work in specific library situations.

31. Objectives: What are the goals and objectives of your library instruction program: (If you prefer, attach a copy of your written objectives)

_____

_____

_____

_____

32. Methods used

	check if formal academic credit	comments (level, subject, etc.)
1( ) formal course		
( ) general		
specific academic subject		
( ) _____		
( ) _____		
( ) _____		
2( ) independent instruction		
a( ) workbook		
b( ) computer-assisted		
c( ) library exercises		
d( ) other _____		
3( ) course-related lectures		
4( ) course-integrated (several meetings with a class over a period of time)		
5( ) term paper clinic* (describe below)		
6( ) point-of-use		
7( ) appointment with librarian to discuss search strategy		
8( ) other: specify _____		

*term paper clinic described _____

_____

_____

_____

33. Which methods do you consider most effective and why?

_____

_____

_____

_____

34. Which methods do you consider least effective and why?

_____

_____

_____

_____

35. Do you have a program designed to instruct beginning students in basic or general library skills (card catalog, indexes and a few others)?
    1( ) no 2( ) yes

36. If yes, is it
    A( ) a separate course 1( ) required of all students
    2( ) required of some students 3( ) not required
    B( ) in conjunction with a specific course (specify which) _____
    1( ) required of all students
    2( ) required of some students
    3( ) not required

37. In addition to or instead of basic skills, are any of these methods required of students? Refer to question 32.
    1( ) no
    2( ) yes Specify which methods and how required:
    _____
    _____
    _____

38. See next page

39. Which materials or combination of materials do you consider most effective and why?
    _____
    _____
    _____
    _____
    _____
    _____

40. Which materials do you consider least effective and why?
    _____
    _____
    _____
    _____
    _____
    _____

41. Who prepares your materials?
    1( ) librarians alone
    2( ) librarains in cooperation with non-library faculty
    3( ) other staff members
    4( ) commercially prepared
    5( ) adapted from materials available from another library
    6( ) other: _____

42. Are your materials available to other libraries in the state?
    1( ) for purchase
    2( ) for loan
    3( ) not available

38. MATERIALS USED This section of the survey has two purposes. In order to indicate trends as well as to show who is doing what, we would like to know what types of materials are being used and how they are employed. For a possible directory of library instruction materials, we would also like to know what specific topics are covered in your materials. We have left several columns blank for you to fill in topics of materials you use most. Please attach a complete list of your materials.

	USE								TOPIC						OTHERS FREQUENTLY USED					
	currently in use	no longer used	with class group	point of use	individualized instruction	freebies to pick up	other		card catalog	periodical indexes	bibliographic sources	encyclopedias & dictionaries	government documents	current events & newspapers						
A PRINT MATERIALS																				
1 ( ) None																				
2 Subject Bibliographies or guides (pathfinders)																				
3 Guides to tools																				
4 Exercises or assignments																				
5 Programmed material																				
6 Other print material _____ _____ _____																				
B NONPRINT MATERIALS																				
1 ( ) None																				
2 Films																				
3 Filmstrips																				
4 Audiotapes or cassettes																				
5 Slides or slide/tapes																				
6 Transparencies																				
7 Other: _____ _____ _____																				

V Evaluation

43. Do you have any established procedures to determine if your clientele needs library instruction, to identify those who do and define what their specific needs are?

1( ) no
2( ) yes Please briefly describe their scope and content: _____

_____

_____

_____

44. Has your instructional program (or any part of it) been evaluated?

1( ) no
2( ) yes Please briefly describe your techniques, and enclose sample evaluation forms that you use. _____

_____

_____

_____

45. What future plans do you have for your instructional program?

_____

_____

_____

_____

46. What do you consider the overriding problems in your library instruction program?

1( ) adequate funds _____
2( ) staff resistance _____
3( ) faculty resistance _____
4( ) other _____

VI Library Instruction in Indiana

47. Has your library been awarded any grants for library instruction?
1( ) no 2( ) yes
If yes, sources of funds:
date:
amount of funds:
report published_____
_____

If you have received more than one grant, please continue with this outline on a separate page.

48. Other than published reports for grants, have you published any descriptions of your library instruction program? Citation:
_____
_____
_____
_____

(We will include a bibliography of Indiana library instruction programs in our report.)

49. Do you feel there is a need for a directory of library instruction programs and materials in Indiana? 1( ) no 2( ) yes

50. Would you be interested in purchasing such a directory?
1( ) no 2( ) yes

51. If a directory is published, how would you like it to be updated?
1( ) annually in FOCUS
2( ) semiannually in FOCUS
3( ) other _____

52. Would you like to help compile directory updates?
1( ) no 2( ) yes

53. Are you interested in forming a library instruction division within the Indiana Library Association? 1( ) no 2( ) yes

54. Do you have any suggestions for ILA programs in Library Instruction?
_____

We would appreciate receiving any instructional materials you have. The Indiana University Graduate Library School Library has agreed to hold and circulate these materials among Indiana Libraries.

Please send completed survey, plus any materials to

Judith L. Violette
Head, Reference Department
Walter E. Helmke Library
Indiana University-Purdue University at Fort Wayne
2101 East Coliseum Blvd.
Fort Wayne, Indiana 46805
telephone (219) 483-7089

PLEASE RETURN THIS SURVEY BY JULY 3

ALPHABETICAL DIRECTORY

ANDERSON COLLEGE (private, enrl. 2030)
Dale Fleeger, Librarian
Wilson Library
East Fifth and College Drive
Anderson, IN 36011 (317-649-2056)

ADMINISTERED BY: Circulation Librarian
ORIENTATION METHODS: General and special tours.
ORIENTATION PROVIDED FOR: All classes upon request.
INSTRUCTION METHODS: Classroom lecture upon request; in-library sessions with specific tools and equipment.
ORIENTATION OR INSTRUCTION REQUIRED: No
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Caldcott and Newberry Award Winners; Tri-S Bibliographies (subject bibliographies on 25 different foreign countries visited by students in the Student Summer Service program).
GUIDE TO TOOLS: Subject Heading Shoot-Out (an explanation of subject headings); Periodical indexes and subjects they relate to.
EXERCISES: Research Paper Worksheet (often used in conjunction with tours).
OTHER: "Survival Word List" (intro. to library jargon); "Term Paper Word List" (words commonly encountered while doing library research).
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: Intro. to Wilson Library; Intro. to Acquisitions at Wilson Library; Intro. to Microforms at Wilson Library.

BALL STATE UNIVERSITY (public, enrl. 17327)
Judith G. Koor / Tom Moore
Library Instruction Librarians
Bracken Library
Department of Library Service
Muncie, IN 47306 (317-285-8201)

ADMINISTERED BY: Library Instruction Coordinator
ORIENTATION METHODS: Conducted tour, brochures available in the library, signs, floor guides, videotape, slides, displays.
ORIENTATION PROVIDED FOR: Any class whose instructor requests it.
INSTRUCTION METHODS: library exercises, course-related and course-integrated lectures, point-of-use assistance, individual appointment with librarian, laboratory sessions with individualized exercises.
ORIENTATION OR INSTRUCTION REQUIRED: required of students involved in CRLI program.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Drama, English Literature, Roman History, The Center for Humanities Materials, Children's books and authors.
GUIDE TO TOOLS: periodical indexes, bibliographic sources, encyclopedias and dictionaries, card catalog, How to Use the Monthly Catalog, ERIC.
EXERCISES: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, subject exercises for women's history, urban history.
OTHER: library hours and calendar, library map, series of one-page guides to various library services and materials, search strategy guides-general and nursing.

NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: "Introduction to Multi-Media."
TRANSPARANCIES: Card catalog, periodical indexes, bibliographic sources.
VIDEOTAPE: "Introduction to Government Publication Service"
EVALUATION: Questionnaire given to students and faculty in course-related program. Questionnaire sent to faculty who have requested library instruction or orientation.
PROGRAM INFORMATION:
Moore, Thomas. "First Annual Progress Report on the Course-Related Library Instruction Program under the Grant from National Endowment for the Humanities and the Council on Library Resources for the Year September 1, 1978 - August 31, 1979." Muncie, In: Ball State Univ. 1979.

BUTLER UNIVERSITY (public, enrl. 4025)
R. A. Davis
Irwin Library
4600 Sunset Avenue
Indianapolis, IN 46208 (312-283-9225)

ADMINISTERED BY: Reference Librarian
ORIENTATION METHODS: bibliographies of reference sources, introduction to government documents, "See For Yourself" walking tour of Irwin Library
ORIENTATION PROVIDED FOR: Students
INSTRUCTION METHODS: handouts, freshmen guided tours, library newsletter, class lectures on special collections.
ORIENTATION REQUIRED: no
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Periodical indexes, Foreign Language encyclopedias, Book Reviews, Style Handbook, Corporations, FWP American Guide Series, Colleges & Careers.
GUIDE TO TOOLS: card catalog

CALUMET COLLEGE (private, enrl. 1736)
SR. Cecilianne Broton
Specker Library
2400 New York Avenue
Whiting, IN 46394 (219-473-7770)

ADMINISTERED BY: Assistant Librarian
ORIENTATION OR INSTRUCTION REQUIRED: One-hour required course. Required of all students toward any degree. Offered on a pass/fail basis. The purpose of this course is to introduce students to the resources of the library. Various types of reference materials will be investigated and related to actual library use by a bibliography. Students take this during their first year of residence.

CONCORDIA THEOLOGICAL SEMINARY (private, enrl. 450)
Kenneth Pflueger, Assistant Director
6600 North Clinton
Fort Wayne, IN 46825 (219-482-9611 ext. 241)

ADMINISTERED BY: Assistant Director
ORIENTATION METHODS: Library handbooks, maps or directories, signs, floor guides, slide/tape.
ORIENTATION PROVIDED FOR: Any new students, faculty, staff.
ORIENTATION OR INSTRUCTION REQUIRED: no
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Theology

GUIDES TO TOOLS: Card catalog, periodical indexes, bibliographic sources, theology.
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: General library orientation
EVALUATION METHODS: Developing

DEPAUW UNIVERSITY (private, enrl. 2400)
Larry Hardesty, Head of Reference Dept.
NEH-CLR Project Director
Roy O. West Library
Greencastle, IN 46135 (317-653-9721 ext. 2509)

ADMINISTERED BY: Head of Reference Dept.
ORIENTATION METHODS: Printed self-guided tour, slide presentation (for freshmen English), library maps or directories, signs, floor guides, informal group discussions (new faculty).
ORIENTATION PROVIDED FOR: Freshmen, new faculty.
INSTRUCTION METHODS: Course-related lectures, point-of-use.
ORIENTATION OR INSTRUCTION REQUIRED: Slide presentation required of 80-90% of freshmen English students; some instructors require students to take self-guided tour.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: American history, American west, art, biographical information, music, 20th century Europe, modern Europe, business and economics, US-China relations, American government and politics, children's literature, radio and TV, legal sources, speech and drama, religion, psychology, sociology.
GUIDES TO TOOLS: card catalog, periodical indexes, government documents, current events and newspapers, psychological abstracts.
EXERCISES: Card catalog, Periodical indexes, government documents, current events, encyclopedias and dictionaries.
OTHER: Location guide for books, library search process.
NONPRINT MATERIALS:
AUDIOTAPES OR CASSETTES: Currently preparing audiotape with accompanying instructional booklet for Psychological Abstracts.
SLIDES OR SLIDE/TAPES: Card catalog, periodical indexes, encyclopedia & dictionaries, government documents, current events & newspapers.
TRANSPARENCIES: Periodical indexes.
EVALUATION METHODS: Published article on "Evaluating Library-Use Instruction" in July 1979 issue of College & Research Libraries (co-authored by Jim Mannon, sociology professor, and Nick Lovrich, political science professor).
PROGRAM INFORMATION: Martindale, James and Hardesty, Larry. "Library Service Enhancement Program, DePauw University. Grant Proposal and Quarterly Reports" Greencastle, Ind: DePauw Univ., 1977. (ED 145 839)

EARLHAM COLLEGE (private, 1060 enrl.)
Nancy Patton Van Zant, Reference Librarian
Lilly Library
Richmond, IN (317-962-6561 ext. 408)

ADMINISTERED BY: Shared among librarians, including director, science librarian, reference and public service librarians
ORIENTATION METHODS: brochures available in library, library maps or directories, signs, floor guides, informal group discussions
ORIENTATION PROVIDED FOR: Freshmen, any new students, faculty
INSTRUCTION METHODS: Course-related, course-integrated, appointment with librarian

ORIENTATION OR INSTRUCTION REQUIRED: Course-related/course-integrated required of all freshmen in Humanities I

PRINT MATERIALS:

SUBJECT BIBLIOGRAPHIES: Periodical indexes, bibliographic sources, encyclopedias & dictionaries, government documents, current events & newspapers.

Earlham College has an extensive list of subject bibliographies the librarians have prepared entitled, "Sources for Courses." Copies can be requested from James Kennedy, Reference Librarian, Earlham College, Richmond, Indiana 47374. Selected subjects include: area studies, art, biology, chemistry, drama, economics, education, environmental sciences, geography, geology, history, interdisciplinary courses, languages, literature, mathematics, music, philosophy, physical education, physics, political science, psychology, religion, sociology.

GUIDES TO TOOLS: card catalog, periodical indexes, bibliographic sources, encyclopedias & dictionaries, government documents, current events. See also, "Sources for Courses."

EXERCISES: card catalog, periodical indexes, bibliographic sources, encyclopedias & dictionaries, government documents, current events, a complete list of subject exercises available is in "Sources for Courses."

NONPRINT MATERIALS:

AUDIOTAPES OR CASSETTES: Videocassettes available of library lectures, and of faculty speaking about the library instruction program, and the program of bibliographic instruction workshops at Earlham.

TRANSPARENCIES: card catalog, periodical indexes, bibliographic sources, encyclopedias & dictionaries, government documents, current events & newspapers

EVALUATION METHODS: Various: observation, testing

PROGRAM INFORMATION: Farber, Evan. "Library instruction throughout the curriculum: Earlham college program." In Educating the Library User, pp. 145-162. Edited by John Lubans. NY: Bowker, 1974.

Johnson, P. "Day with a college librarian; Quaker school library takes an activist role." Publishers Weekly 213 (Jan. 9, 1978) 41-4.

Kirk, Thomas. "The Development of Course Related Library and Literature Use Instruction Undergraduate Science Programs." Richmond, IN Earlham College, 1977. v. 1 ED 152 230, v. 2 ED 152 231, v. 3 ED 152 232, v. 4 ED 152 233

EARLHAM COLLEGE - SCIENCE

James Warrington Jr., Science Librarian
Wildman Science Library (317-962-6561)

For description of instructional program, see above; for list of materials in sciences, see "Sources for Courses." (op. cit.)

FORT WAYNE BIBLE COLLEGE (private, enrl. 520)

Wava Bueschlen, Director
S.A. Lehman Memorial Library
1025 W. Rudisill Blvd.
Ft. Wayne, IN 46807 (219-456-2111 ext.223)

ADMINISTERED BY: shared by librarians

ORIENTATION METHODS: library handbook, brochures available in library, library maps or directories, signs, floor guides, slide/tape presentation followed by self-guided tour

ORIENTATION PROVIDED FOR: freshmen, any new students, faculty

INSTRUCTION METHODS: course-related lectures, point-of-use, appt. with librarian

NONPRINT MATERIALS:
SOUND FILMSTRIPS: introduction to the college library, classification and the card catalog, reference materials, dictionaries, indexes, using library resources for a research paper, church libraries, etc.
SLIDES OR SLIDE/TAPES: Orientation presentation.

GRACE COLLEGE (private, enrl. 727)
William Darr, Reference Librarian
Grace Theological Seminary/Grace College Library
Winona Lake, IN 46590 (219-267-8191)

ADMINISTERED BY: Reference Librarian
ORIENTATION METHODS: lecture, tours, "hands on" projects
ORIENTATION PROVIDED FOR: various majors and students of academic probation
INSTRUCTION METHODS: Course-related (in students' major subject)
ORIENTATION OR INSTRUCTION REQUIRED: class lectures and worksheets
PRINT MATERIALS:
EXERCISES: Locate sources of material on an assigned topic (each student has a separate project).
OTHER: List of indexes.
NONPRINT MATERIALS:
TRANSPARANCIES: Homemade
EVALUATION METHODS: pretest and posttest

HUNTINGTON COLLEGE (private, enrl. 549)
Robert Kaehr, Coordinator of Library Services
Loew Alumni Library
2303 College Avenue
Huntington, IN (219-356-6000 ext. 36)

ADMINISTERED BY: Coordinator and Assistant Coordinator
ORIENTATION METHODS: Conducted tours, library handbooks, informal group discussions, faculty workshop
ORIENTATION PROVIDED FOR: freshmen, new faculty
INSTRUCTION METHODS: Course-related, course-integrated, mini-course in Church library, library exercises
ORIENTATION OR INSTRUCTION REQUIRED: required of some students in speech and education
PRINT MATERIALS:
GUIDES TO TOOLS: card catalog, periodical indexes, bibliographic sources, encyclopedias & dictionaries, government documents, current events and newspapers
NONPRINT MATERIALS:
FILMSTRIPS: card catalog, periodical indexes, bibliographic sources, encyclopedias & dictionaries, government documents, current events and newspapers

INDIANA STATE UNIVERSITY (public, enrl. 11539)
Marilyn Christianson, Orientation Librarian
Cunningham Memorial Library
Terre Haute, IN 47809 (812-232-6311 ext. 2854 or 2855)

ADMINISTERED BY: Orientation Librarian
ORIENTATION METHODS: conducted tours, library handbook, brochures available in library, signs, floor guides, informal group discussions, library guide, location sheet, classification schedule
ORIENTATION PROVIDED FOR: freshmen through seniors, faculty

INSTRUCTION METHODS: independent instruction, library exercises, course-related, course-integrated, term paper clinic, point-of-use, appointment with librarian
ORIENTATION OR INSTRUCTION REQUIRED: required of many students in freshmen English; some departments require additional instruction at higher levels
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: education research, school law, business research, safety, athletic training, Indiana.
GUIDES TO TOOLS: reference books, newspapers, government documents, classification schedule
EXERCISES: often made for individual classes
OTHER: discarded indexes for hands-on learning in classroom
NONPRINT MATERIALS:
TRANSPARANCIES: reference books, education research, school law, business research, safety, nursing, Monthly Catalog

INDIANA STATE UNIVERSITY - EVANSVILLE (public, enrl. 2923)
Ruth Hahn, Reader Services Librarian
8600 University Blvd.
Evansville, IN 47712 (812-464-1913)

ADMINISTERED BY: shared by librarians
ORIENTATION METHODS: conducted tours, library handbook, brochures available in library, library maps or directories, signs, floor guides
ORIENTATION PROVIDED FOR: freshmen, any new students, classes brought in by faculty
INSTRUCTION METHODS: general one-credit course
PRINT MATERIALS:
GUIDES TO TOOLS: card catalog, indexes, government documents
EXERCISES: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, government documents, current events and newspapers
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: card catalog
TRANSPARENCIES: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, government documents, current events & newspapers.

INDIANA UNIVERSITY (public, enrl. 31884)
Carolyn A. Snyder, Assistant Director for Public Services
Indiana University Libraries
Bloomington, IN 47401 (812-337-0614)

ADMINISTERED BY: Head of each public service unit
ORIENTATION METHODS: conducted tours; printed self-guided tours; library handbooks; brochures available in library, dorms, mailed to students; library maps or directories; signs, floor guides; informal group discussions; outreach program
ORIENTATION PROVIDED FOR: freshmen through senior, any new students, faculty, staff, high school groups, parents groups
ORIENTATION OR INSTRUCTION REQUIRED: required of some students in subject disciplines.
INSTRUCTION METHODS: course-related, course-integrated, term paper clinic, point-of-use, appointment with librarian, library talks sponsored by outreach program, Q151 Library Skills and Resources (1-hr course)

PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: African studies, American studies, music, Classical studies, economics, education, political science, directories, languages and literatures, national and trade bibliographies, review sources: books, films, theatre, GRA and other examinations, series of "Facts Sheets" on various topics, reference sources (selected), genealogy.
GUIDES TO TOOLS: abstracts and indexes, How to do a Term Paper, card catalog, CARS (Computer Assisted Reference Service), INDIRS, biographies
EXERCISES: card catalog indexes, bibliographic sources, current events & newspapers, encyclopedias and dictionaries, government documents.
OTHER: Location guide to campus libraries, glossary of library terms, bookmarks, "Directory of Library Instruction," published in October, 1979, by IUL Ad Hoc Instruction and Orientation Committee, lists orientation and instruction programs and materials in main library and brochures.
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: orientation to library
OTHER: See, "Directory of Library Instruction"
EVALUATION METHODS: Evaluation forms used to evaluate basic library instruction course and term paper workshop.

INDIANA UNIVERSITY - DEPARTMENTAL LIBRARIES

BIOLOGY LIBRARY
Sabina Sinclair, Librarian (812-337-1957)
ORIENTATION PROVIDED FOR: first year graduate students, others as requested.
ORIENTATION METHODS: library handbook, seminar conducted by librarian
INSTRUCTION METHODS: handouts, floor plan, point-of-use for difficult tools.

BUSINESS LIBRARY
Nevin Raber, Librarian (812-337-1957)
ORIENTATION PROVIDED FOR: Incoming MBA students as part of general orientation at beginning of each semester by Reference Librarian; incoming DBA students scheduled by DBA program director and conducted by librarian, others as requested.
INSTRUCTION METHODS: course-related lectures, handouts.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Company information, financial ratios, CPA exam.
GUIDES TO TOOLS: Value Line Ratings and Reports

CHEMICAL INFORMATION CENTER
Gary Wiggins, Librarian
Chemistry Bldg. (812-337-9452)
ORIENTATION PROVIDED FOR: Chemistry department staff, new faculty and graduate students, others as requested.
METHODS: conducted tour, handbook, newsletter, slide/tape
INSTRUCTION METHODS: course-related presentations, C400 formal course.
SUBJECT BIBLIOGRAPHIES: KWIC Index to Review Serials
NONPRINT MATERIALS:
SLIDE/TAPES: SCI, Sadtler Spectra, Chemical Abstracts, Beilstein Handbuch der Organischen Chemie

INDIANA UNIVERSITY - DEPARTMENTAL LIBRARIES (cont.)

EDUCATION LIBRARY
Will Baatz, Librarian (812-337-1798)
ORIENTATION PROVIDED FOR: students, others on request
ORIENTATION METHODS: tours, conducted
INSTRUCTION METHODS: handouts, course-related lectures
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: mainstreaming, blacks, American Indians, minorities and migrants, educational associations, metric system.
GUIDES TO TOOLS: ERIC
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: ERIC, Print Materials for Teachers
AUDIOTAPE: PROBE computer search
FILMSTRIP/TAPE: ERIC

FINE ARTS LIBRARY
Betty Jo Irvine, Librarian (812-337-3314)
ORIENTATION PROVIDED FOR: students, new faculty
ORIENTATION METHODS: Conducted tour
INSTRUCTION METHODS: Course-related lectures, formal course A575, handouts
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: art history, museum and exhibition guides

GEOGRAPHY AND MAP LIBRARY
Daniel Seldin, Librarian (812-337-8651)
ORIENTATION PROVIDED: on request
ORIENTATION METHODS: tour presented by librarian or qualified staff, floor plans

GEOLOGY LIBRARY
Lois Heiser, Acting Librarian (812-337-7170)
ORIENTATION PROVIDED FOR: new geology students and faculty
ORIENTATION METHODS: conducted tours by librarian

GRADUATE LIBRARY SCHOOL
Eva Kiewitt, Librarian (812-337-5968)
ORIENTATION PROVIDED FOR: new faculty and PhD candidates, students and visitors, others on request.
ORIENTATION METHODS: conducted tour by library, handbook, slide/tape
INSTRUCTION METHODS: course-related

HALLS OF RESIDENCE LIBRARIES
NONPRINT MATERIALS:
SLIDE/TAPE: Orientation to Halls of Residence Libraries

JOURNALISM LIBRARY
Frances Wilhoit, Librarian (812-337-3517)
ORIENTATION PROVIDED FOR: on request, by librarian
ORIENTATION METHODS: slide/Tape, conducted tours
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Mass Media Periodicals, backgrounding news stories
NONPRINT MATERIALS:
SLIDE/TAPE: Orientation for journalism students

INDIANA UNIVERSITY - DEPARTMENTAL LIBRARIES (cont.)

LAW LIBRARY
Betty V. LeBus, Librarian
735 W. York Street
Bloomington, IN (812-337-9666)
ORIENTATION PROVIDED FOR: conference groups, law students, new faculty, others as requested.
ORIENTATION METHODS: tour conducted by librarian
INSTRUCTION METHODS: course-related lectures, formal course
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: tax and business law
GUIDES TO TOOLS: West's publications, Shepard's citations
NONPRINT MATERIALS:
FILM: film and simulator for LEXIS
TRANSPARENCIES: law

LILLY RARE BOOK LIBRARY
William Cagle, Librarian (812-337-2452)
ORIENTATION PROVIDED FOR: on request
ORIENTATION METHODS: conducted tour of library exhibition area
INSTRUCTION METHODS: formal course

MEDICAL SCIENCES LIBRARY
Julia Carter, Librarian (812-337-3347)
ORIENTATION PROVIDED FOR: new nursing students, others on request
ORIENTATION METHODS: tours conducted by support staff, library manual, point-of-use

MUSIC LIBRARY
David Fenske, Librarian (812-337-8541)
ORIENTATION PROVIDED FOR: students, summer workshops, others on request
ORIENTATION METHODS: conducted tour, library manual, videotape
INSTRUCTION METHODS: course-related, formal course
NONPRINT MATERIALS:
VIDEOTAPE: orientation to music library

OPTOMETRY LIBRARY
Elizabeth Egan, Librarian (812-337-8629)
ORIENTATION PROVIDED FOR: anyone on request
ORIENTATION METHODS: conducted tour, handbook
INSTRUCTION METHODS: course-related lectures

SCHOOL OF PUBLIC AND ENVIRONMENTAL HEALTH LIBRARY
Michael Parrish, Librarian (812-337-4584)
ORIENTATION PROVIDED: on request
ORIENTATION METHODS: Conducted tour, handbook

SWAIN LIBRARY (MATHEMATICS, PHYSICS, COMPUTER SCIENCE)
Douglas Leadenham, Librarian (812-337-2758)
ORIENTATION PROVIDED FOR: new physics graduate students, others on request
ORIENTATION METHODS: tours conducted by librarian and qualified support staff, handbook, point-of-use

INDIANA UNIVERSITY AT KOKOMO (public, enrl. 2481)
Diane Bever, Head Reference Librarian
2300 South Washington Street
Kokomo, IN 46901 (317-453-2000 ext.237)

ADMINISTERED BY: Shared between reference librarians
ORIENTATION METHODS: Conducted tours, library handouts, brochures available in library, library maps or directories, signs, floor guides
ORIENTATION PROVIDED FOR: Freshmen through seniors, any new students, public school classes upon request.
INSTRUCTION METHODS: course-related class lectures and bibliographies.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: education, nursing, political science, style manuals, Signers of the Declaration, Statistics of Howard County and Indiana, and Battles.
GUIDES TO TOOLS: Card catalog, periodical indexes, government documents, Newsbank.
OTHER: Term paper guide, Library search process, Faculty Handbook, Student assistant manual and guide, Guide to the LRC.

INDIANA UNIVERSITY AT SOUTH BEND (public, enrl. 6167)
Mary Sue Freitig, Acting Head of Reference
1700 Mishawaka Avenue
South Bend, IN 46615 (219-237-4443)

ADMINISTERED BY: Reference Librarian
ORIENTATION METHODS: Conducted tours, Cassette self-guided tours, Library maps or directories, Signs, Floor guides.
ORIENTATION PROVIDED FOR: Any class/group/student who requests it.
INSTRUCTION METHODS: Independent study - library exercises, Appointment with librarian
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: periodical indexes, bibliographic sources
NONPRINT MATERIALS:
CASSETTES: Orientation

INDIANA UNIVERSITY - SOUTHEAST (public, 4008 enrl.)
Patrick Kenrick, Head, Reader Services
4201 Grant Line Road
New Albany, IN 47150 (812-945-2731 ext. 368)

ADMINISTERED BY: Head, Reader Services
ORIENTATION METHODS: Conducted tours
ORIENTATION PROVIDED FOR: Anyone on request
INSTRUCTION METHODS: course-related lectures
ORIENTATION OR INSTRUCTION REQUIRED: Three hours of library instruction required in all Elementary English Composition classes.

INDIANA UNIVERSITY - PURDUE UNIVERSITY AT FORT WAYNE (public, enrl. 9353)
Judith L. Violette, Head, Reference Dept.
Walter E. Helmke Library
2101 Coliseum Blvd. East
Fort Wayne, IN 46805 (219-482-5887)

ADMINISTERED BY: Library Instruction coordinators (2 reference librarians)
ORIENTATION METHODS: self-guided tour, slide/tape, brochure to new students, library handbook, signs and floor guides

ORIENTATION PROVIDED FOR: formally for freshmen, faculty, new staff; informally for anyone
INSTRUCTION METHODS: Formal course, (W101 Basic Library Skills), Independent study library exercises, course-related lectures, term paper clinic, point-of-use, appointment with librarian.
ORIENTATION OR INSTRUCTION REQUIRED: instruction required of most students in freshmen composition.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Bibliography, Biography, Chemistry, Business, Book Review, Encyclopedias and Dictionaries, European History, Fort Wayne Sources, Government Documents, Literary Criticism, Music, Pharmacology, Philosophy, Political Science, Religion, Statistics, Standards, Theatre, U.S. History, Women, Science and Technology, Colleges
GUIDES TO TOOLS: Biological Abstracts, Chemical Abstracts, Citation Indexes, College Guide, Health Sciences, Index Medicus and CINAHL, How to Find a Book, Using Indexes, ERIC, Current Events, NY Times & Newsbank
EXERCISES: workbook (includes card catalog, periodical indexes, bibliographic sources, encyclopedias & dictionaries, government documents, current events, biography, statistics), patents, CINAHL, Legislative Histories, Federal Register/CFR.
OTHER: Handbook, "Some Suggestions", Faculty Guide to Library Services, term paper footnotes & bibliographies
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPE: Pharmacology, Pamphlet File, Monthly Catalog, CIS & ASI, Essay and General Literature Index, Card Catalog, CINAHL, Basic Indexes, Newsbank, New York Times, MLA Bibliography/Tape, Science Citation Index/Tape, Social Science Citation Index/Tape, Book Reviews/Tape, Index Medicus, Psychological Abstracts/Tape, Census Publications/Tape, Medical Reference Books, Business
TRANSPARENCIES: Chemical Abstracts, Card Catalog, Government Reports Announcements, Monthly Catalog, CIS Index, INDIRS, ERIC, EGLI
EVALUATION METHODS: Pretest/Posttest, Evaluation froms for faculty and students.

INDIANA UNIVERSITY - PURDUE UNIVERSITY AT INDIANAPOLIS (public, enrl. 21700)
Ethel M. Kersey, Reference Librarian
University Library
420 Blake Street.
Indianapolis, IN (317-264-8278)

ADMINISTERED BY: Reference Librarian
ORIENTATION METHODS: Conducted tour, Brochures available in library, Signs and floor guides, Walking tour
ORIENTATION PROVIDED FOR: Freshmen through senior, any new students, staff
INSTRUCTION METHODS: Course-related lectures, Point-of-use
ORIENTATION OR INSTRUCTION REQUIRED: Required of some students when faculty requests instruction.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Bibliographic sources, Encyclopedias & dictionaries, Current Events & newspapers, Reference sources.
GUIDES TO TOOLS: Card catalog, Periodical Indexes, Bibliographic sources, Encyclopedias & dictionaries, Current events & newspapers, Book reviews, Biographical information.
OTHER: Orientation quiz
NONPRINT MATERIALS:
TRANSPARENCIES: Card catalog, Periodical indexes, Bibliographic sources, Encyclopedias & dictionaries, Current events & newspapers.

INDIANA UNIVERSITY - PURDUE UNIVERSITY AT INDIANAPOLIS (public, enrl. 21,700)
Barbara B. Fischler, Head, Public Services
1201 E. 38th Street
Indianapolis, IN 46205 (317-923-1325 ext. 339 or 330)

ADMINISTERED BY: Librarians
ORIENTATION METHODS: Conducted tours, Library maps or directories, Signs and floor guides.
ORIENTATION PROVIDED FOR: Freshmen through seniors, new students, faculty, staff.
INSTRUCTION METHODS: Course-related lectures

INDIANA VOCATIONAL TECHNICAL COLLEGE - EVANSVILLE (public, enrl. 1357)
LaVonne K. Miller
Learning Resource Center
3501 First Avenue
Evansville, IN 47710 (812-426-2865)

ADMINISTERED BY: Librarian
ORIENTATION METHODS: Conducted tour, signs, Class orientation
ORIENTATION PROVIDED FOR: Any new students, faculty, staff
INSTRUCTION METHODS: Course integrated lectures, point-of-use

INDIANA VOCATIONAL TECHNICAL COLLEGE - FORT WAYNE (public, enrl. 1705)
Robert W. Hart, Librarian/Instructor
3800 N. Anthony Blvd.
Fort Wayne, IN 46805 (219-482-9171 ext. 246)

ADMINISTERED BY: Librarian
ORIENTATION METHODS: Conducted tours, Slide/Tape tour, Signs, Floor guides
INSTRUCTION METHODS: Library exercises, course-related lectures, course integrated lectures, term paper clinic, point-of-use, appointment with librarian
ORIENTATION PROVIDED FOR: Any new students, faculty, staff
ORIENTATION OR INSTRUCTION REQUIRED: Required of some students in communication course.
PRINT MATERIALS:
GUIDES TO TOOLS: Card Catalog, Periodical indexes, Bibliographic sources, Encyclopedias & dictionaries, Government documents.
EXERCISES: Periodical indexes, Bibliographic sources.
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: Card catalog, Orientation

INDIANA VOCATIONAL TECHNICAL LIBRARY - LAFAYETTE (public, enrl. 684)
Mrs. Gloria Steel, Librarian
Learning Resources Center
618 Wabash Avenue
Lafayette, IN 47905 (317-423-1533)

ADMINISTERED BY: Librarian
ORIENTATION METHODS: Slide/tape tour, Library handbook
ORIENTATION OR INSTRUCTION REQUIRED: Orientation required during registration
PRINT MATERIALS: Rules, locations
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: Orientation

INDIANA VOCATIONAL TECHNICAL LIBRARY - RICHMOND (public, enrl. 570)
Patricia Jean Schmid
2325 Chester, Box 1145
Richmond, IN 47374 (317-966-2656)

ADMINISTERED BY: LRC Director
ORIENTATION METHODS: Conducted tour, signs
ORIENTATION PROVIDED FOR: Any new students, faculty, staff

INDIANA VOCATIONAL TECHNICAL LIBRARY - RICHMOND (cont.)

INSTRUCTION METHODS: point-of-use
NONPRINT MATERIALS:
TRANSPARENCIES: Card catalog, Current events sources

INDIANA VOCATIONAL TECHNICAL COLLEGE - TERRE HAUTE (public, enrl. 648)

Pat Hutchins, Librarian
R.R. 22, Box 760
Terre Haute, IN 47802 (812-229-1121 ext. 22)

ADMINISTERED BY: Head Librarian
ORIENTATION METHODS: Conducted tours, cassette self-guided tours, slide/tape tours, library handbook, brochures in library, signs and floor guides.
ORIENTATION PROVIDED FOR: Any new students, faculty, staff
INSTRUCTION METHODS: Course-related lectures, appointment with librarian
ORIENTATION OR INSTRUCTION REQUIRED: Orientation lecture required in most programs
PRINT MATERIALS:
GUIDES TO TOOLS: Card catalog, basic indexes, bibliographic sources, encyclopedias & dictionaries
EXERCISES: Card catalog, encyclopedias & dictionaries

MANCHESTER COLLEGE (private, enrl. 1097)

Dennis Sampson
Funderburg Library
604 College Avenue
North Manchester, IN 46962 (219-982-2141 ext. 231)

ADMINISTERED BY: Reference Librarian
ORIENTATION METHODS: conducted tours, library handbook, brochures available in library, maps or directories, signs and floor guides.
ORIENTATION PROVIDED FOR: freshmen and new students, faculty and staff, anyone
INSTRUCTION METHODS: course-related lectures, course-integrated instruction, point-of-use, appointment with librarian to discuss search strategy
ORIENTATION OR INSTRUCTION REQUIRED: orientation required of new students and of new faculty, unit in Freshmen English Composition.
PRINT MATERIALS:
GUIDES TO TOOLS: card catalog, periodical indexes, bibliographic sources, encyclopedia & dictionaries, government documents, current events & newspapers
EXERCISES: card catalog, periodical indexes, bibliographic sources, encyclopedias & dictionaries, government documents, current events & newspapers
NONPRINT MATERIALS:
FILMS: card catalog, periodical indexes, bibliographic sources
FILMSTRIPS: card catalog
TRANSPARENCIES: periodical indexes

MARION COLLEGE (private, enrl. 880)

Harold W. Boyce
Marion College Library
4201 S. Washington Street
Marion, IN 46952 (317-674-6901 ext. 228)

ADMINISTERED BY: Not directly assigned
ORIENTATION METHODS: conducted tours, library handbook
INSTRUCTION METHODS: course-related lectures, independent instruction with library exercises, point-of-use
ORIENTATION OR INSTRUCTION REQUIRED: Some faculty require as part of course.

OAKLAND CITY COLLEGE (private, enrl. 550)
Ulah Wilder, Librarian
Gay Weir, Asst. Librarian
Founders Memorial Library
Oakland City, IN 47660 (812-749-4781 ext. 21)

ADMINISTERED BY: Librarians
ORIENTATION METHODS: Students in Senior Seminar class are given an orientation by the librarian. They are told what is available and that materials can be provided through Four Rivers ALSA.
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: used by one English teacher.

PURDUE UNIVERSITY (public, enrl. 30303)
Barbara Pinzelik
General Library
West Lafayette, IN (317-49-48516)

ADMINISTERED BY: General Services Librarian & Reference Librarians
ORIENTATION METHODS: Conducted tours (with TA's), printed self-guided tours, slide/tape tour, maps, directories, brochures
ORIENTATION PROVIDED FOR: anyone
INSTRUCTION METHODS: Course-related lectures (Freshmen English on request), term paper clinic, point-of-use
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: English Literature, Quality of Life
GUIDES TO TOOLS: card catalog, MLA Bibliography, Oxford English Dictionary, Serials Catalog
NONPRINT MATERIALS:
SLIDE OR SLIDE/TAPES: Orientation

PURDUE UNIVERSITY - DEPARTMENTAL LIBRARIES

CHEMISTRY LIBRARY
John Pinzelik
M.G. Mellon Library of Chemistry
West Lafayette, IN 47907 (317-494-8736)
ADMINISTERED BY: Librarian
ORIENTATION METHODS: Printed self-guided tours, handouts, slides, overhead transparencies, films, assignments
ORIENTATION PROVIDED FOR: Undergraduates in Chemistry receiving a B.S. degree in Science and undergraduates and graduate students fulfilling the prerequisites
INSTRUCTION METHODS: Course-related lectures, slides, transparencies, class discussion mid-term and final examination
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: All aspects of the chemical literature
GUIDES TO TOOLS: indexes to reviews, introduction to abstracting services and treatises in chemistry
EXERCISES: 12 weekly assignments plus 6 reading report assignments
NONPRINT MATERIALS:
FILMS: ISI film, Center for Information and Numerical Data Analysis and Synthesis film
SLIDES OR SLIDE/TAPES: self-prepared slides
TRANSPARENCIES: self-prepared transparencies

PURDUE UNIVERSITY - DEPARTMENTAL LIBRARIES (cont.)

CONSUMER AND FAMILY SCIENCES LIBRARY
Mary M. Gibbs
Stone Hall (317-749-2520)
ADMINISTERED BY: Librarian
ORIENTATION METHODS: Handout only; no formal program
ORIENTATION PROVIDED FOR: all library users
INSTRUCTION METHODS: Class lectures
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Pathfinders on a number of popular topics--Single Parent Family, Child Abuse, Wife Abuse, Working Mothers, Handicapped & Hyperactivity, these are kept in notebooks next to the card catalog. There are cards in the subject catalog to refer students to the pathfinders.
GUIDES TO TOOLS: guides to indexes and abstracts in the CFS Library. These are mainly for use by new staff members, but students do use them also.
OTHER: Handouts prepared for specific classes

ENGINEERING LIBRARY
Jerry W. Mansfield, Asst. Eng. Librarian
Potter Center
West Lafayette, IN 47907 (317-749-2912)
ADMINISTERED BY: Asst. Eng. Librarian
ORIENTATION METHODS: Classroom lecture and library tour
ORIENTATION PROVIDED FOR: All freshmen engineering students, new graduate students and others at the request of the professor.
INSTRUCTION METHODS: Lectures, tours, handouts, and library assignments.
ORIENTATION OR INSTRUCTION REQUIRED: Required of all freshmen enrolled in Freshmen Engineering at faculty request.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Specialized bibliographies will be tailor made for upper level courses only by special request. Bibliographies computer generated from data base of library's holdings.
EXERCISES: Assignment given only if requested by instructor. Not a standardized exercise, but a new one is made each time to match class needs.
NONPRINT MATERIALS:
TRANSPARENCIES: Classroom lecture involves use of transparencies
EVALUATION METHODS: Each lecture is evaluated by the participants.

GEOSCIENCES LIBRARY
West Lafayette, IN 47907 (317-494-3860
(position currently vacant)
ADMINISTERED BY: Librarian
ORIENTATION METHODS: Conducted tours and class lectures
ORIENTATION PROVIDED FOR: anyone
INSTRUCTION METHODS: class lectures and point-of-use during tour
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Geochemistry, etc.

KRANNERT LIBRARY
Judith M. Pask
Krannert Library
West Lafayette, IN 47907 (317-494-8040)
ADMINISTERED BY: Librarians
ORIENTATION METHODS: Audio-tour, How To's (series of 8), bookmark, map
ORIENTATION PROVIDED FOR: students, new faculty
INSTRUCTION METHODS: Class presentations at instructor's request, specialized handouts for specific assignments

PURDUE UNIVERSITY - DEPARTMENTAL LIBRARIES (cont.)

PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Business and Economics Reference Sources- A Core Collection; Selected Materials on Labor Relations in the Krannert Library; Krannert Library Legal Reference Bibliography.
GUIDES TO TOOLS: A Guide to Corporate Information Sources and Materials Located in the Corporate Records Room
EXERCISES: Single page How To's (series of eight on locating books, locating periodicals, periodical indexes, checking out materials, corporate records, agricultural economics, reference sources, and microform equipment)
PROGRAMMED MATERIALS: Audio-tutorial on Using Business Periodicals Index and F & S Index of Corporations and Industries (cassette tape & notebook)
NONPRINT MATERIALS:
AUDIOTAPES OR CASSETTES: Audio-tour of the Krannert Library
EVALUATION METHODS: User questionnaires for Audio-tour and Audio-tutorial

LIFE SCIENCES LIBRARY
Martha J. Bailey (317-749-2284)
ADMINISTERED BY: Librarian
ORIENTATION METHODS: Class tours, class lectures & demonstrations on DIALOG
ORIENTATION PROVIDED FOR: undergrads, grad students
PRINT MATERIALS:
GUIDES TO TOOLS: A Guide to Materials, Biological Abstracts, Chemical Abstracts, Science Citation Index, Current Abstracts and Indexes, & Doing a Literature Search
EXERCISES: Exercises for 1 class, Hort 205

MATHEMATICAL SCIENCES
Richard L. Funkhouser (317-494-8711)
ADMINISTERED BY: Librarian
ORIENTATION METHODS: Conducted tours, class lectures
ORIENTATION PROVIDED FOR: Students, new faculty, general public
INSTRUCTION METHODS: Class lectures or point-of-use during tour

PHARMACY LIBRARY
Theodora Andrews (317-494-8517)
ADMINISTERED BY: Librarian
ORIENTATION METHODS: Conducted tours, class lectures as requested
ORIENTATION PROVIDED FOR: Students
INSTRUCTION METHODS:: Tours, class lectures, handouts when requested or on demand
PRINT MATERIALS:
GUIDES TO TOOLS: Current Indexes & Abstracts

PHYSICS LIBRARY
(position currently vacant)
(317-494-8700)
ADMINISTERED BY: Physics Librarian
ORIENTATION METHODS: Conducted tours; class lectures
ORIENTATION PROVIDED FOR: Students, new faculty, general public
INSTRUCTION METHODS: Class lectures or point-of-use during tour
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Topics such as - molecular physics, crystal defects, Infra-red technician, thin films, & scintillators

PURDUE UNIVERSITY - DEPARTMENTAL LIBRARIES (cont.)

VETERINARY MEDICAL LIBRARY
Gretchen Stephens
Rm. 108, Lynn Hall (317-749-2249
ADMINISTERED BY: Veterinary Medical Librarian
ORIENTATION METHODS: Bibliographic lecture (20-60 minutes, usually given in classroom), Orientation lectures (5-10 minute talks given outside of of library), Orientation tours (10-20 minute tour of the physical facilities of the library)
ORIENTATION PROVIDED FOR: Veterinary Medical Faculty and Staff, Freshmen DVM students, and Veterinary Technology students.
INSTRUCTION METHODS: Lecture with handouts or lecture with handouts and demonstration of use of bibliographic tools
ORIENTATION OR INSTRUCTION RE UIRED: 1) As part of the general orientation of new faculty, staff, and students at beginning of each Fall Semester. 2) As part of the Vet Tech research assignment for Spring and Fall Semesters.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Current Indexes and Abstracts (available for use in the Veterinary Medical Library)(2 p)
GUIDES TO TOOLS: Veterinary Indexes and Abstracts (2 p) The 'Book' Catalog (2 p) (how to use a dictionary catalog)
OTHER: The Veterinary Medical Library (library policies, loan periods, and map) (2 p)

PURDUE UNIVERSITY - CALUMET (public, enrl 6977)
Peter C. Chojenski
Calumet Campus Library
2233 171st Street
Hammond, IN 46323 (219-844-0520 ext 225)

ADMINISTERED BY: Reference Librarians
ORIENTATION METHODS: Conducted tours, Slide/tape tour, Brochures available in library, maps or directories.
ORIENTATION PROVIDED FOR: staff, school of general studies
INSTRUCTION METHODS: Course-related lectures, point-of-use
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Television, Women, History, Literary criticism, Play, Population control
GUIDES TO TOOLS: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, current events

SAINT FRANCIS COLLEGE (private, enrl. 1578)
Sister Mary Ann McManus
Saint Francis College Library
2701 Spring Street
Fort Wayne, IN (219-432-3551)

ADMINISTERED BY: Head librarian with Reference Librarian
ORIENTATION METHODS: Conducted tours, Slide/tape tour, library handbook, brochures available in the library, maps or directories, signs, floor guides.
ORIENTATION PROVIDED FOR: freshmen
INSTRUCTION METHODS: library exercises
PRINT MATERIALS:
EXERCISES: card catalog, indexes, microforms
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: Orientation

SAINT JOSEPH'S COLLEGE (private, enrl. 950)
Dr. H. D. Kreilkamp
St. Joseph's College Library
Collegeville, IN 47978 (219-866-7111 ext. 210)

ADMINISTERED BY: Research Librarian
ORIENTATION METHODS: conducted tours, brochures available in library, maps or directories, signs and floor guides
ORIENTATION PROVIDED FOR: freshmen and any new students; faculty
INSTRUCTION METHODS: course-related lectures, point-of-use, appointment with librarian to discuss search strategy, study aids on specific subjects, library exercises
ORIENTATION OR INSTRUCTION REQUIRED: yes (tour), exercises required by some professors
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Business, Science, Literary Criticism.
GUIDES TO TOOLS: periodical indexes, bibliographic sources, encyclopedias & dictionaries, current events & newspapers, government documents.
EXERCISES: bibliographic sources, current events and newspapers.
NONPRINT MATERIALS:
FILMSTRIPS: current events and newspapers
AUDIOTAPES OR CASSETTES: current events and newspapers

SAINT-MARY-OF-THE-WOODS-COLLEGE (public, enrl. 645)
Sister Emily Walsh
Saint Mary of the Woods, IN 47876 (812-535-4141)

ADMINISTERED BY: Librarian/English Dept. faculty
ORIENTATION METHODS: conducted tours, brochures mailed to students,signs
ORIENTATION PROVIDED FOR: freshmen, English composition students, women's external degree program
INSTRUCTION METHODS: formal course (1 hr. credit in a 4 hour English composition program), course-integrated instruction.
ORIENTATION OR INSTRUCTION REQUIRED: yes (all students in English composition).
PRINT MATERIALS:
GUIDES TO TOOLS: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries
EXERCISES: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, current events and newspapers.
EVALUATION METHODS: no formal methods; librarians and English faculty meet before each semester begins.

TAYLOR UNIVERSITY (private, enrl. 1525)
Alice K. Holcombe
Taylor University Library
Upland, IN 46989 (317-998-2751 ext. 241)

ADMINISTERED BY: Reference librarian
ORIENTATION METHODS: conducted tours, library handbook, maps or directories, signs, floor guides
ORIENTATION PROVIDED FOR: freshmen and any new students; new faculty
INSTRUCTION METHODS: formal course (1 hour credit)
ORIENTATION OR INSTRUCTION REQUIRED: yes, with English course.
PRINT MATERIALS:
EXERCISES: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, government documents, current events and newspapers

TRI-STATE UNIVERSITY
Enrigueta G. Taboy
Perry T. Ford Memorial Library
Angola, IN 46703 (219-665-3141 ext. 225)

ADMINISTERD BY: Reference Librarian
ORIENTATION METHODS: Conducted tours, printed self-guided tour, slide/tape tour, brochures available in library, maps and floor guides.
ORIENTATION PROVIDED FOR: freshmen and new students
INSTRUCTION METHODS: course-related lectures, point-of-use, appointment with librarian to discuss search strategy
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Biography, Book Reviews.
GUIDES TO TOOLS: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, government documents, Chemical Abstracts.
OTHER: Research Paper Guide
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: card catalog, periodical indexes, general introduction to library.

UNIVERSITY OF EVANSVILLE (private, enrl. 4906)
David H. Carlson
Clifford Memorial Library
1800 Lincoln Avenue
P. O. Box 329
Evansville, IN 47702 (812-479-2462)

ADMINISTERED BY: Public services librarian with the assistance of other librarians
ORIENTATION METHODS: small group tours, library handbook
ORIENTATION PROVIDED FOR: any student
INSTRUCTION METHODS: course-related lectures, course-integrated instructions, drop-in term paper clinic, point-of-use instruction (charts)
ORIENTATION OR INSTRUCTION REQUIRED: no, instruction required by some professors
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Headpower! (a compilation of basic library reference sources in all subject areas), Child Abuse, Communication, Criminal Justice, Art, Drama, Education, Early Childhood Education, Ethics, Human Rights, Human Behavior, Juvenile Delinquency, Legal Resources, Nutrition, Nursing, Local Information, Philosophy of Law, Psycho-History, Physical Therapy, Renaissance Art, Social Problems, Social Research, Thoreau, Statistics, Theatre History.
GUIDES TO TOOLS: Essay and General Literature Index, Education Index, ERIC, Business Periodicals Index, Dissertation Index, New York Times Index, card catalog, LC Subject Headings, call numbers, How to Find Magazines, book reviews, information file, social sciences, Reader's Guide to Periodical Literature.
OTHER: library hours, checking out books, downstairs floor guide, library floors.
NONPRINT MATERIALS: developing
PROGRAM INFORMATION: Biggs, Mary Mancuso and Weber, Mark. "Course-related and Personalized Library Instruction" Evansville: Clifford Library and Learning Resources, 1979 (ED 172 724)

UNIVERSITY OF NOTRE DAME (public, enrl. 8800)
Dr. William Francisco Drury, C.S.C.
Memorial Library
Notre Dame, IN 46556 (219-283-6361)

ADMINISTERED BY: Coordinator of Library Instruction

ORIENTATION METHODS: conducted tours, printed self-guided tour, slide/tape tour, library handbook, brochures in library, library maps or directories, signs, floor guides, informal group discussions.
ORIENTATION PROVIDED FOR: any new students, facuty, staff
INSTRUCTION METHODS: formal course (graduate history, bibliography), course-related lectures (English, sociology, theology, business), term paper clinic, point-of-use, appointment with librarian to discuss search strategy.
ORIENTATION OR INSTRUCTION REQUIRED: yes, teachers bring their class for tour.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: bibliographic sources, literary criticism, book reviews.
GUIDES TO TOOLS: card catalog, periodical indexes, encyclopedias and dictionaries, current events, literary criticism, book reviews, Newsbank
OTHER: list of library pathfinders available, guide to library research, series of one-page guides to library services and facilities, term paper worksheet.
NONPRINT MATERIALS:
SLIDES OR SLIDE/TAPES: Orientation program.

VALPARAISO UNIVERSITY (private, enrl. 4484)
Daniel R. Gahl
Henry F. Moellering Library
Valparaiso, IN 46383 (219-464-5364)

ADMINISTERED BY: Reference librarian (Head, Reference Division)
ORIENTATION METHODS: cassette self-guided tour, library handbook, brochures available in library, maps, signs, floorguides.
ORIENTATION PROVIDED FOR: any new students
INSTRUCTION METHODS: course; integrated instruction, point-of-use, appointment with librarian to discuss search strategy
ORIENTATION OR INSTRUCTION REQUIRED: required of some students in freshmen composition.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: American History, home economics
GUIDES TO TOOLS: card catalog, periodical indexes, bibliographic sources, government documents.
OTHERS: Location chart, Guide to Moellering Library, Writing a Term Paper, Building a Bibliography.
NONPRINT MATERIALS:
AUDIOTAPES OR CASSETTES: tour of library (30 min.)

VINCENNES UNIVERSITY (public, enrl. 3844)
Robert Slayton
Shake Learning Resources Center
Vincennes, IN 47591 (812-882-3350 ext. 423)

ADMINISTERED BY: LRC Director
ORIENTATION METHODS: conducted tours, printed self-guided tour, cassette self-guided tour, library handbook, maps or directories, signs, floor guides.
INSTRUCTION METHODS: self-paced library skills module (Making it in the Library) for credit - which is audio-tutorial. 2) Course-related lectures when requested by instructors ; 3) lecture tours given in library for specific assignments (includes handout relating library to term paper research).
ORIENTATION OR INSTRUCTION REQUIRED: workbook module required of those who do not pass pre-test.

PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Careers, Historical Novels, Literary Criticism, Resume Writing, Business.
GUIDES TO TOOLS: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, current events, and newspapers.
EXERCISES: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, current events and newspapers.
PROGRAMMED MATERIALS: card catalog, periodical indexes, bibliographic sources, encyclopedias & dictionaries, current events and newspapers.
OTHER: Search Strategy
NONPRINT MATERIALS:
AUDIOTAPES OR CASSETTES: card catalog, periodical indexes, bibliographic sources, encyclopedias and dictionaries, current events and newspapers.
EVALUATION METHODS: pre and post/tests in Comp I module.
PROGRAM INFORMATION: "Library Instruction at Vincennes University" unpublished manuscript.

WABASH COLLEGE (private, enrl. 830)
John Swan, Reference Librarian
Lilly Library
Crawfordsville, IN 47933 (317-362-1400 ext 215 or 216)

ADMINISTERED BY: Reference Librarian
ORIENTATION METHODS: Tours conducted by the Reference Librarian; library maps and general instruction sheets available; reference handbook (A Brief Goal-Oriented Reference Survey); a government documents handbook; subject bibliographies; signs, floor guides, informal guidance for individuals and groups.
ORIENTATION PROVIDED FOR: freshmen and sophomore class groups, high school class groups (from two area high school--junior and senior classes), individual students and faculty members from the college, some individuals from outside of the college community.
INSTRUCTION METHODS: Semi-formal reference course (involving weekly exercises) for a small group of speech tutors, who now do reference and orientation themselves on a small scale; course-oriented tours with subject bibliographies (tutorials in biology, history, art, a Vietnam tutorial, a space colonies tutorial); general orientation tours with reference handouts for speech students; in both tours and individual orientation there is considerable point-of-use instruction and demonstrations in the government documents reference area and in the catalogue area).
ORIENTATION OR INSTRUCTION REQUIRED: Required in Speech I courses, in several freshmen tutorials; strongly recommended on an individual basis in some American history courses, in speech and debate sections.
PRINT MATERIALS:
SUBJECT BIBLIOGRAPHIES: Energy, Medicinal Botany, Iran, Film Reference Sources, Space Colonies, Racism, Recent Titles in Black History (1976-79), Study Abroad, Art Reference Sources, English and American Literature, Life Magazine and the Vietnam War, Documents from American History, Father Daniel Berrigan, Career Information Reference Sources; Government Documents on the Draft (prepared by Gov Docs Librarian); several regularly updated Gov. Docs. lists (Gov Docs Librarian); Information Sources in Economics (prepared by Technical Services Librarian). This list is not exhaustive. Several of the subject bibliographies were created in response to general interest rather than for specific courses or curriculum needs.
GUIDES TO TOOLS: Card catalogue, LC Subject Headings, standard periodical indexes and bibliographic sources, dictionaries, encyclopedias; CIS indexes and abstracts, ASI indexes and abstracts, associated instructional handouts; guides for use of reference section and government documents.

EXERCISES: sets of practice questions for small reference class and informal use by staff and visitors.

OTHER: Weekly (more or less) gatherings in the reference section for discussion of problems and anticipated questions.

NONPRINT MATERIALS:

SLIDES OR SLIDE/TAPES: Biological Abstracts

FILMSTRIPS: Historical Abstracts

EVALUATION METHODS: Regular accounting of microfilm use (which periodicals and how many times); otherwise only informal surveys. For the reference course a final examination is given.

PROGRAM INFORMATION AVAILABLE: "Wabash College Library Project" Library Occurrent 23 (Feb., 1971) 311-316, 332. Millis, Charlotte Hickman. "Involving Students in Library Orientation Projects: A Commitment to Help." in Sue H. Lee, ed. A Challenge for Academic Libraries; How to Motivate Students to use your Library. (Ann Arbor, MI: Pierian, 1973) 63-98. Millis, Charlotte Hickman. "Developing Awareness; A Behavioral Approach" in John Lubans,Jr., ed. Educating the Library User (NY: Bowker, 1974) 350-63. Millis, Charlotte Hickman. "The Wabash Project: A Centrifugal Program." Drexel Library Quarterly 7 (July, Oct., 1971) 365-74. Millis, Charlotte and Thompson, Donald E. "Wabash College Library Project" Library Occurrent 23 (Feb 1971) 311-316, 332. Thompson, Donald E. "Utilizing a CLR/NEH Grant: A Report on Wabash College" (Paper presented at the College of Wooster Conference on Bibliographic Instruction, April 25, 1975). Tucker, John Mark "An Experiment in Bibliographic Instruction at Wabash College." College & Research Libraries 38 (May, 1977) 203-209. Tucker, John Mark "Five-Year Report and Evaluation on Project CLR No. 486 Presented to the Council on Library Resources." (Crawfordsville, IN, Lilly Library Wabash College, 1975) ED 126 940

INDEX

AUDIOTAPES (INCLUDING CASSETTES)
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Huntington College
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Purdue University, Krannert Library
St. Joseph's College
Valparaiso University
Vincennes University

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Earlham College
Huntington College
Indiana State University
Indiana University
Indiana Vocational Technical College - Evansville
Indiana Vocational Technical College - Ft. Wayne
Manchester College
Purdue University, Chemistry Library
St-Mary-of-the-Woods College
University of Evansville
Valparaiso University
Wabash College

COURSE RELATED LIBRARY INSTRUCTION
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University of Evansville
Valparaiso University
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Indiana University at South Bend
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University of Notre Dame

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- Ball State University
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- Indiana University
- Indiana University - Purdue University at Indianapolis
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- Manchester College
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- Indiana University - Purdue University at Ft. Wayne (NP)

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- Indiana University, Chemical Information Center (P, NP)
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- University of Notre Dame (P)
- Valparaiso University (P)
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Indiana State University

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Calumet College
DePauw University
Earlham College
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Indiana State University
Indiana University
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Indiana University - Purdue University at Ft. Wayne
Indiana Vocational Technical College
Manchester College
Purdue University, Engineering Library
Purdue University, Veterinary Medical Library
St.-Mary-of-the-Woods College
University of Notre Dame
Valparaiso University
Vincennes University
Wabash College

MASTERS DEGREE (HIGHEST DEGREE)
Anderson College (first professional degree offered)
Butler University
Concordia Theological Seminary
DePauw University
Earlham University
Grace College
Huntington College
Indiana University at Kokomo
Indiana University at South Bend
Indiana University - Southeast

MASTERS DEGREE (HIGHEST DEGREE)
- Indiana University - Purdue University at Ft. Wayne
- Manchester College
- Purdue University - Calumet
- St. Francis College
- St. Joseph's College
- Valparaiso University
- University of Evansville

POINT-OF-USE MATERIALS
- Concordia Theological Seminary
- DePauw University
- Ft. Wayne Bible College
- Indiana State University
- Indiana University
- Indiana University - Purdue University at Ft. Wayne
- Indiana University - Purdue University at Indianapolis
- Indiana Vocational Technical College - Evansville
- Indiana Vocational Technical College - Ft. Wayne
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PROGRAMMED MATERIALS
- Purdue University, Krannert Library
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SEARCH STRATEGY GUIDE
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SLIDES, SLIDE/TAPES
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- University of Notre Dame

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- Indiana University

ART
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- Wabash College

BIBLIOGRAPHY
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- Indiana University - Purdue University at Indianapolis
- Indiana University at South Bend
- University of Notre Dame

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- Tri-State University

BIOLOGY
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- Indiana University at South Bend

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SUBJECT BIBLIOGRAPHIES

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- University of Notre Dame

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- Indiana University at South Bend
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- Indiana University, Chemical Information Center
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CHILD ABUSE
- Purdue University, Consumer and Family Sciences Library

CHILDREN
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- University of Evansville

ENCYCLOPEDIAS AND DICTIONARIES
- Indiana University - Purdue University at Ft. Wayne
- Indiana University
- Indiana University - Purdue University at Indianapolis

ENERGY
- Indiana University at South Bend
- Wabash College

ENGINEERING
- Purdue University, Engineering Library

ENGLISH LITERATURE
- Ball State University
- Earlham College
- Indiana University - Purdue University at Ft. Wayne
- Purdue University
- Vincennes University
- Wabash College

ENVIRONMENT
- Earlham College

ETHICS
- University of Evansville

EUTHANASIA
- Purdue University

FILM
- Indiana University
- Wabash College

GEOCHEMISTRY
- Purdue University, Geosciences Library

SUBJECT BIBLIOGRAPHIES

GEOGRAPHY
- Earlham College
- Indiana University

GEOLOGY
- Earlham College
- Indiana University, Geology Library
- Purdue University, Geosciences Library

GOVERNMENT DOCUMENTS
- Indiana University
- Indiana University - Purdue University at Ft. Wayne
- Wabash College

HANDICAPPED
- Purdue University, Consumer and Family Sciences Library

HISTORY
- Ball State University
- DePauw University
- Earlham College
- Indiana University at South Bend
- Indiana University - Purdue University at Ft. Wayne
- Purdue University - Calumet
- Valparaiso University
- Wabash College

HOME ECONOMICS
- Valparaiso University

HUMAN BEHAVIOR
- University of Evansville

HYPERACTIVITY
- Purdue University, Consumer and Family Science Library

INDIANA
- Indiana State University
- Indiana University at Kokomo

IRAN
- Wabash College

JOURNALISM
- Indiana University, Journalism Library

JUVENILE DELINQUENCY
- University of Evansville

LABOR
- Indiana University at South Bend
- Purdue University, Krannert Library

SUBJECT BIBLIOGRAPHIES

LANGUAGES
- Earlham College
- Indiana University

LAW & LEGISLATION
- DePauw University
- Indiana State University
- Indiana University, Law Library
- Indiana University at South Bend
- Purdue University, Krannert Library
- University of Evansville

LITERARY CRITICISM
- DePauw University
- Earlham College
- Indiana University - Purdue University at Ft. Wayne
- Purdue University - Calumet
- St. Joseph's College
- University of Notre Dame
- Vincennes University

MATHEMATICS
- Earlham College

MUSIC
- DePauw University
- Earlham College
- Indiana University, Music Library
- Indiana University at South Bend
- Indiana University - Purdue University at Ft. Wayne

NURSING
- Indiana University at Kokomo
- University of Evansville

NUTRITION
- University of Evansville

PHARMACY/PHARMACOLOGY
- Indiana University - Purdue University at Ft. Wayne

PHILOSOPHY
- DePauw University
- Earlham College
- Indiana University - Purdue University at Ft. Wayne

PHYSICAL EDUCATION
- Earlham College
- Indiana State University

PHYSICS
- Earlham College
- Purdue University, Physics Library

SUBJECT BIBLIOGRAPHIES

POLICY STUDIES
- Indiana University at South Bend

POLITICAL SCIENCE
- DePauw University
- Earlham College
- Indiana University at Kokomo
- Indiana University at South Bend
- Indiana University
- Indiana University - Purdue University at Ft. Wayne

POPULATION
- Purdue University - Calumet

PSYCHOLOGY
- DePauw University
- Earlham College
- Indiana University at South Bend

QUALITY OF LIFE
- Purdue University

RACISM
- Wabash College

RADIO AND TV
- DePauw University
- Purdue University - Calumet

RELIGION
- Concordia Theological Seminary
- DePauw University
- Earlham College
- Indiana University
- Indiana University - Purdue University at Ft. Wayne

RESUME WRITING
- Vincennes University

SAFETY
- Indiana State University

SINGLE PARENT FAMILY
- Purdue University, Consumer and Family Sciences Library

SOCIOLOGY
- DePauw University
- Earlham College
- Indiana University at South Bend
- University of Evansville

SPACE COLONIES
- Wabash College

SUBJECT BIBLIOGRAPHIES

SPEECH
DePauw University

STANDARDS
Indiana University - Purdue University at Ft. Wayne

STATISTICS
Indiana University - Purdue University at Ft. Wayne
University of Evansville

STYLE MANUALS
Indiana University
Indiana University at Kokomo
Indiana University at South Bend

TELEVISION
Purdue University - Calumet

TESTS AND MEASUREMENTS
Indiana University at South Bend

THOREAU
Indiana University - Purdue University at Ft. Wayne
University of Evansville

VIETNAMESE WAR
Wabash College

WIFE ABUSE
Purdue University, Consumer and Family Sciences Library

WOMEN
Indiana University at South Bend
Indiana University - Purdue University at Ft. Wayne
Purdue University - Calumet

WORKING MOTHERS
Purdue University, Consumer and Family Sciences Library

TERM PAPER CLINICS
Indiana State University
Indiana University
Indiana University at South Bend
Indiana University - Purdue University at Ft. Wayne
Indiana Vocational Technical College - Ft. Wayne
Purdue University
University of Evansville
University of Notre Dame

TOURS, CASSETTE SELF-GUIDED
- Indiana University at South Bend
- Indiana Vocational Technical College - Terre Haute
- Valparaiso University
- Vincennes University

TOURS, CONDUCTED
- Anderson College
- Ball State University
- Butler University
- Grace College
- Huntington College
- Indiana State University
- Indiana State University at Evansville
- Indiana University (General and Departmental Libraries)
- Indiana University at Kokomo
- Indiana University at South Bend
- Indiana University - Southeast
- Indiana University - Purdue University at Indianapolis
- Indiana Vocational Technical College - Evansville
- Indiana Vocational Technical College - Terre Haute
- Manchester College
- Marion College
- Purdue University (General and Departmental Libraries)
- Purdue University - Calumet
- St. Francis College
- St. Joseph's College
- St-Mary-of-the-Woods College
- Taylor University
- Tri-State University
- University of Evansville
- University of Notre Dame
- Vincennes University
- Wabash College

TOURS, PRINTED SELF-GUIDED
- DePauw University
- Ft. Wayne Bible College
- Indiana University
- Indiana University - Purdue University at Ft. Wayne
- Indiana University - Purdue University at Indianapolis
- Purdue University
- Purdue University, Chemistry Library
- Tri-State University
- University of Notre Dame
- Vincennes University

TOURS, SLIDE/TAPE
- Concordia Theological Seminary
- DePauw University
- Ft. Wayne Bible College
- Indiana University - Purdue University at Ft. Wayne

TOURS, SLIDE/TAPE

- Indiana Vocational Technical College - Ft. Wayne
- Indiana Vocational Technical College - Lafayette
- Indiana Vocational Technical College - Terre Haute
- Purdue University
- Purdue University - Calumet
- St. Francis College
- Tri-State University
- University of Notre Dame

TOURS, VIDEOTAPE

- Ball State University (Government Publications Service)
- Indiana University

TRANSPARENCIES

- Ball State University
- DePauw University
- Earlham College
- Grace College
- Indiana State University
- Indiana State University at Evansville
- Indiana University - Purdue University at Ft. Wayne
- Indiana University - Purdue University at Indianapolis
- Indiana Vocational Technical College - Richmond
- Manchester College
- Purdue University, Engineering Library

TWO-YEAR PROGRAM

- Indiana Vocational Technical College - Evansville
- Indiana Vocational Technical College - Ft. Wayne
- Indiana Vocational Technical College - Lafayette
- Indiana Vocational Technical College - Richmond
- Vincennes University